

The BUSINESS EDUCATION World

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH

NOV 7 1944

CONTENTS

American
Education
Week

Nov. 5-11

Basic Shorthand Vocabularies Compared.....	Louis A. Leslie	115
Rhythmic System of Teaching Typing.....	Walter Franzel	117
The Blackboard Goes to War.....	Elsie Johns	120
Hotel and Restaurant Management Taught in the Junior College.....	Mozelle Milliken	122
Filing for the Law Office.....	Helen Casper	125
Daily Transcription Schedules.....	Clyde Blanchard	127
Periphery Business Skills.....	Thelma M. Potter	130
Pacioli's Contribution to Bookkeeping.....	Earl Clevenger	131
So You're Going to Be a Navy Stenographer— Part 2.....	J. K. Stoner	132
News from Washington.....		135
Interview with McKee Fisk and Robert E. Slaughter.....	Clyde Humphrey	136
Tests in Typewriting—Part 2	Mathilde Hardaway	138
Audio-Visual Business Education.....	E. Dana Gibson	141
Teachers Worked in War Plant X.....	Clarence Enterline	145
On the Lookout.....	Archibald A. Bowle	147
The Lamp of Experience.....	Harriet P. Banker	148
School News and Personal Items.....		149
B.E.W. Awards Service.....		152
The November Transcription Tests.....	Claudia Garvey	152
The November Bookkeeping Contest.....	Milton Briggs	154
Teaching Employer-Employee Relations.....	Frederick G. Fox	156
Tests in Business Mathematics.....	R. Robert Rosenberg	157
Your Professional Reading.....	Jessie Graham	160
Shorthand Dictation Material.....	The Gregg Writer	163

VOL. XXV

No. 3

\$2 a Year

NOVEMBER
1944

*"THE WAR HAS TAUGHT
BUSINESS MANY THINGS
... AND THE NEED FOR
MONROE TRAINED
OFFICE HELP
IS ONE OF THEM!"*



NOW is the time for planning *... Let us work with you*

War conditions have caused a record demand for Monroe-trained graduates—a demand that will continue, for business has found them indispensable. Here are three ways that we can help you plan now for the future. (1) Recommend the proper machine equipment for your future needs. (2) Help you plan courses, and discuss and recommend text books. (3) Study the employment area you serve, to see if you can get priority for equipment now.

Call on your Monroe representative or write our Educational Department—be ready to meet the demand for Monroe-trained students.

Office Practice Course—30-lesson course adapted to Monroe Educator—50¢ including Teacher's Manual.

School Manual of Instruction—in 2 parts—elementary and advanced. \$1.50 including answers.

The Monroe Educator is a regular Monroe Adding Calculator for schools only . . . let us explain its availability under present conditions.



MONROE CALCULATING MACHINE COMPANY, INC. Educational Department
Orange, New Jersey

Basic Shorthand Vocabularies Compared

An Analysis of the Differences Between "A Basic Writing Vocabulary" and "The Basic Vocabulary of Business Letters"

LOUIS A. LESLIE

IN 1926, Dr. Ernest Horn issued *A Basic Writing Vocabulary, 100,000 Words Most Commonly Used In Writing*.¹ As a basis for shorthand and typewriting practice material, that list had a number of advantages not possessed by other similar lists. The two most outstanding advantages were that it was based largely on letter material rather than literary material and that every word found was recorded as it was found. Some other lists gave only the root words, with the total credit for all derivatives. In shorthand and typewriting practice, it is important that the pupil practice the forms of the word that are most common, rather than simply the root.

The vocabulary of the business letter is different from that of literature. Previous counts of any size at all had leaned heavily on literary material. The Horn count contained a larger percentage of business and personal letter material than any other count on a similar scale.

It is unnecessary to repeat the whole story of the value of the word-frequency count in the construction of shorthand and typewriting practice material, especially in the choice of isolated words for practice in shorthand or on the typewriter.

The Horn *Basic Writing Vocabulary* of 1926

provided the most useful list that had at that time been made available. It was immediately observed, however, that the large amount of personal correspondence had brought into the upper frequencies some words that obviously never came from business correspondence. Thus, we find *pa* and *ma* in the first thousand and *kids* in the second thousand. Nevertheless, used with some discrimination, the list was of great value for many years.

For shorthand and typewriting purposes, though, the original Horn *Basic Writing Vocabulary* was superseded in 1943 by the Horn-Peterson *Basic Vocabulary of Business Letters*.² About one third of the material included in the original count consisted of business letters. The new book, which lists only the words found in the business letters, lists every word found in those letters—14,834 words, showing the frequencies and rank of each word. This is clearly a far more useful list for stenographic training purposes than the general count, including a large amount of personal letters and literary material.

Just what difference is there between the vocabulary of the business letter and the general vocabulary? As the lists that will be given in this series of articles show, there is a consistent

¹ Ernest Horn, *A Basic Writing Vocabulary*. University of Iowa Monographs in Education, First Series, No. 4, Iowa City, 1926.

² Ernest Horn and Thelma Peterson, *The Basic Vocabulary of Business Letters*. The Gregg Publishing Company, New York, 1943.

difference of just about 20 per cent of the different words.

There are 19 words that appear in the first 100 of the business-letter list that do not appear in the first 100 of the general list. There are 104 words that appear in the first 500 of the business-letter list that do not appear in the first 500 of the general list. There are 199 words appearing in the first 1,000 of the business-letter list that do not appear in the first 1,000 of the general list. In this issue, only the differences in the first 100 words can be presented. In succeeding issues, the other lists will be given.

It is interesting to note that the difference in each case is almost exactly 20 per cent. At a glance it will be seen that substantially all the 19 words now appearing in the first 100 are distinctly business words.

The first 100 words in order of frequency is by far the most important group. Hence, every change in this group is of moment. The first 100 different words in order of frequency in this business-letter list represent 606,103 running words, compared with only 128,142 running words represented by the second 100 different words. Thus, the first 100 different words represent almost five times as many running words as even the second 100 different words, and almost 20 times as many running words as the fifth 100 different words.

Many users of word-frequency lists are in-

clined to forget that after the first few hundred different words in order of frequency, the frequency shelves off so rapidly that there is probably little to choose among any of the groups after these first few hundred, and certainly nothing to choose among them after the first 1,000, until we come to the words that seldom occur at all.

The first line in Table I would be read as follows: The word *account* is the 65th word in order of frequency in the Horn-Peterson business-letter list, and is the 126th word in order of frequency in the Horn general list. Thus, the word has been moved up 61 ranks from its position in the general Horn list.

Similarly, the first line in Table II would read: The word *after* is the 134th word in order of frequency in the Horn-Peterson business-letter list, and is the 94th word in order of frequency in the Horn general list. Thus, the word has been moved down 40 ranks from its position in the general Horn list.

Tables I and II given here show only those words appearing in the Horn-Peterson business-letter list that do not appear at all in the first 100 of the general Horn list. In addition to those words, there are some other significant changes that occur within the first 100. For instance, the word *order* ranks as No. 21 in the business-letter list, but No. 66 in the general list. *Received* has moved up 49 ranks; *please* 40 ranks; *send* 32 ranks.

TABLE I

19 WORDS APPEARING IN FIRST 100, HORN-PETERSON LIST BUT NOT APPEARING IN FIRST 100, HORN LIST

	Rank (Horn- Peterson)	Rank (Horn)	Horn Moved Up
account	65	126	61
advise	96	181	85
also	78	107	29
amount	95	169	74
attention	57	125	68
check	93	171	78
copy	73	144	71
enclosed	100	183	83
find	84	116	32
give	94	115	21
information	91	166	75
kindly	62	127	65
matter	58	114	56
price	92	156	64
receipt	98	187	89
return	89	140	51
same	75	112	37
sent	85	117	32
shipment	88	179	91

TABLE II

19 WORDS APPEARING IN FIRST 100, HORN LIST BUT NOT APPEARING IN FIRST 100, HORN-PETERSON LIST

	Rank (Horn- Peterson)	Rank (Horn)	Horn Moved Down
after	134	94	40
before	126	91	35
come	102	76	26
could	140	96	44
dear	797	97	700
did	112	80	32
got	119	86	33
him	114	84	30
his	118	85	33
how	107	79	28
like	153	100	53
may	123	89	34
no	105	78	27
over	121	87	34
say	113	82	31
think	196	81	115
two	132	92	40
were	103	77	26
work	120	95	25

The Rhythmic System of Teaching Touch Typewriting

IMMEDIATELY after Pearl Harbor it became apparent that the Army would require thousands of typists to carry on its administration, supply, and many other routine duties. This need for qualified touch typists became especially apparent in the Signal Corps, where typists were needed as signal-center clerks, cryptographic technicians, radio operators, teletypewriter operators, and in many other specialties.

Large typing schools were planned and put into operation. However, it was easily seen that the Army could not devote so much time to training touch typists as had been used in the average civilian school. Methods of teaching were carefully analyzed and results observed and compared. It became clear that rhythmic typing was the most successful *training aid* for accelerated teaching of touch typists.

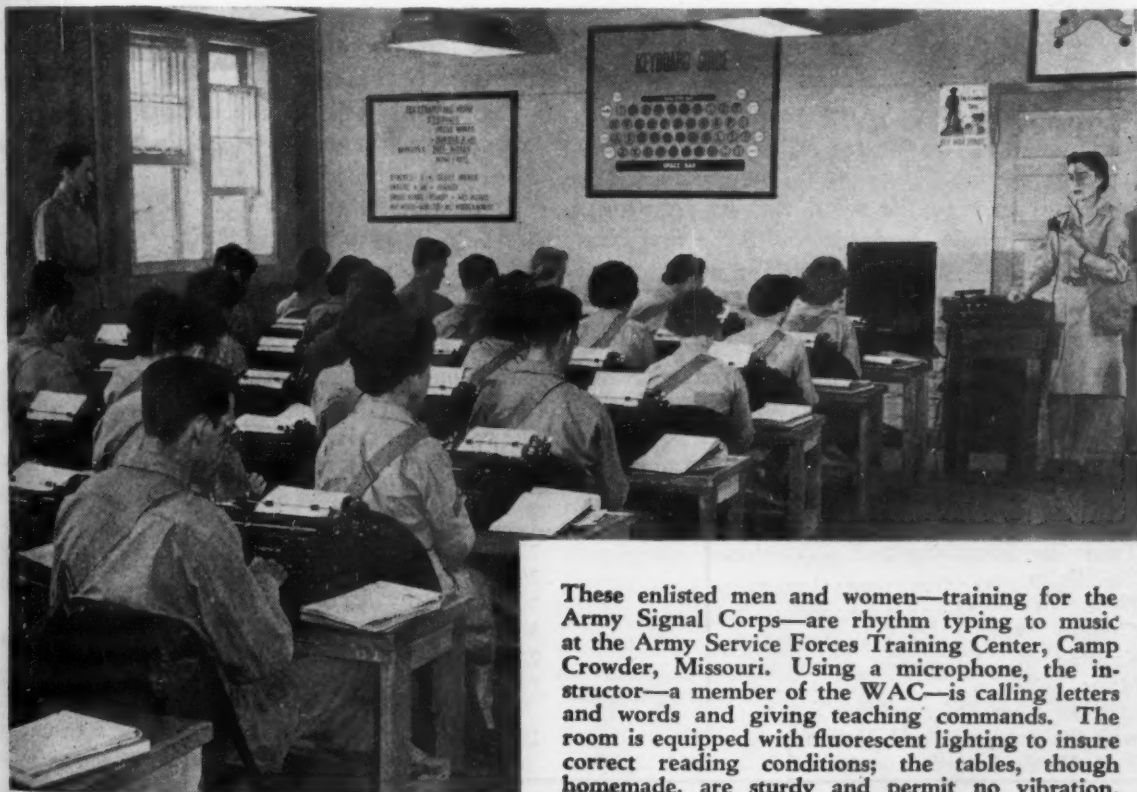
CAPTAIN WALTER FRANZEL

In order to outline a program whereby the Army instructor of touch typewriting might efficiently use rhythmic typing in his classes, the following letter on the "Rhythmic System of Typing" was prepared. This letter endeavors to combine the best points on rhythmic typing as outlined by civilian institutions, where touch typewriting is taught, with those used by the Army.

Subject: Rhythmic System of Typing or Rhythm Typing to Music.

To: The Instructor, Typist Subsection.

1. Successful touch typing depends on three basic characteristics: speed, accuracy, and rhythm. Too much emphasis upon any one of these characteristics will damage the typist's skill. However, it has been found that by



These enlisted men and women—training for the Army Signal Corps—are rhythm typing to music at the Army Service Forces Training Center, Camp Crowder, Missouri. Using a microphone, the instructor—a member of the WAC—is calling letters and words and giving teaching commands. The room is equipped with fluorescent lighting to insure correct reading conditions; the tables, though homemade, are sturdy and permit no vibration.

proper teaching of rhythm, speed and accuracy may also be attained.

2. Before rhythm typing or typing to music can be used effectively, the student must have mastered the typewriter keyboard so that he has the location of all the keys firmly fixed in his mind. He should be typing approximately 15 gross words per minute. Only a part of each typing class should be devoted to rhythm typing. Typing to music for periods of 15 to 20 minutes during a one-hour class has been found to give favorable results.

3. The instructor who uses music to teach rhythmic typing must realize that there are two kinds of rhythm in typewriting—*perfect rhythm*, possessing absolute smoothness in muscular action and essential for controlling accuracy; and *varying* or *flowing* rhythm, which is vital for improving speed.

4. Perfect rhythm is applied chiefly to beginning typists. These typists are men who range between 15 and 25 words per minute. Perfect rhythm is known as the stroke-by-stroke method of typing. Here, the student types one character to each beat of the music. If a student finds that he is typing inaccurately when he attempts to type a character to each beat of the music, he may type a character to each two beats of music and still maintain good rhythm. Likewise, the faster typist may type two characters to each beat of the music. *Flowing rhythm*, or flash execution of frequent combinations, is applied to more advanced typists, men having a speed of 25 words a minute or more. When the student types such frequent combinations as "this" and "their," he times his effort to type the word and its following space as a whole, beginning with the first beat of a measure; then, relaxing for as much of a measure as he must, he types the next word with the first beat of the next measure.

5. Typing to music is a direct and scientific method of teaching touch typing. Since the

CAPTAIN WALTER FRANZEL majored in Business Science at Thompson College, Harrisburg, Pennsylvania. He was Assistant Labor Coordinator for the Pennsylvania General State Authority and did general accounting for private firms. He entered the Army in 1940 and was commissioned in 1941. He is chief of the Typist and Teletypist Training Section, Basic and Specialist Command, Camp Crowder, Missouri.

beat of the music in the record is definitely timed and evenly spaced, the student must reach for the seldom-used character with the same speed that he would type the oft-repeated character. Thus, rhythm typing becomes touch typing with mathematical precision forced by the use of cadence. All irregularity of finger movement is eliminated; this, in turn, eliminates all lost motion due to uncertainty of operation. Failure to use music in teaching touch typing will produce a typist whose chief characteristics are spasmodic typing, evident nerve tension, and carelessness.

6. Records to be used:

Various commercial concerns have manufactured rhythm records for use in typing. These records have an emphasized beat so that they can easily be heard by the student. This source, however, has been depleted due to the war.

Such recordings as marches, polkas, and the schottische can be used very effectively and in several instances have been found more successful for training purposes than the specially prepared records.

The records listed at the bottom of this page have been tried and proved satisfactory in teaching rhythmic touch typing.

7. Beginners should be started out on marches at their slowest speed. By using a variable-speed record player, the speed can be gradually increased on these records up to 23 words per minute. This increase can be accomplished gradually without the students' knowing it. After you have increased the speed

NAME OF RECORD	WORDS A MINUTE	
	Slowest Speed	Fastest Speed
Twin City Schottische	25	39
Unit Polka	29	55
Fisherman's Polka	39	44
Chimney Sweep Polka	36	55
Karlstad Ball Schottische	25	38
Mates Waltz	24	39
Marches from "March Time" } with the Goldman Band, Volume }.....	15	23
P. 69 Victor Records		

and all the students are typing accurately at the faster speed, turn the record back to the slower speed. Their old speed will now seem easy, and their accuracy will have increased.

It has been found successful to have the students type to rhythm just before a speed test. Repeated checks and experiments have proved that students will pick up one or two words per minute for each speed test given after rhythm drills. After the student has attained a speed of 23 net words per minute, he may be advanced to a waltz or some other record of higher speed. Do not increase the speed too rapidly, as you may sacrifice accuracy. The instructor should use the microphone with the record player to encourage proper posture while typing. He may also tap the microphone gently to the beat of the music with a pencil. This emphasizes the beat over the loudspeaker and enables the student to pick up the rhythm more rapidly.

8. Summary of cardinal principles to observe in using music with typewriting.

Introduce new drills with *slow* music.

Increase stroking rate by using faster records

on same type of drill to clinch writing habits.

On simple repetitive drills, where the unit is small, use the moderate stroking records.

On difficult fingering, alphabetic drill, sentence and paragraph writing, begin with slow record, accelerating later.

Have a definite aim. Use music to put over a drill or some specific point.

Use music to establish evenness of stroking, not to maintain it. That is, use music to control the entire laboratory practice. Establish a stroking rate with the music; let pupils maintain the rate *without* the music.

Keep the class up to a fair rate of stroking.

Stay with certain types of drills until they are mastered. That is, repeat drills in successive periods with increasing stroking, until a satisfactory degree of skill is reached. Do not try to master a drill in one period.

Adapt type of music to type of drill and use a moderate amount only.

Careful use of music in touch typing will enable the instructor to turn out excellent typists in a much shorter period of time than would normally be possible.



N.B.T.A. to Convene in Chicago

THE NATIONAL BUSINESS TEACHERS ASSOCIATION will hold its forty-eighth annual convention at the Hotel Sherman, Chicago, December 27, 28, and 29 (Wednesday through Friday), under the leadership of the Association's president, J. Evan Armstrong. "New Responsibilities in Business Education" will be the theme.

An informal reception and dance will be held Wednesday evening, and convention registration will begin at 8:30, Thursday morning.

Thursday and Friday will be given to general assemblies, and departmental and round-table meetings. The Private Schools Department, Public Schools Department, and College Department will have separate meetings Thursday afternoon. Round-table discussions on school administration, bookkeeping and accounting, distributive education, office machines, private-school instruction, secretarial subjects, and social-economic subjects will be held Friday afternoon.

The final session will be a banquet, followed by a dance, Friday evening.

The American Association of Commercial Colleges and the National Association of Accredited Commercial Schools plan to start their meetings on Wednesday morning, December 27. Other

professional business education groups are invited to arrange for special meetings during the convention.

J. Murrav Hill, Bowling Green School of Business, Bowling Green, Kentucky, is secretary of the N.B.T.A. Dr. Paul Moser, of Chicago, is in charge of local arrangements. Hotel reservations should be made in advance directly with the Hotel Sherman.

National Business Education Quarterly

THE DEPARTMENT OF BUSINESS EDUCATION of the N.E.A. has made plans to continue the publication of the *National Business Education Quarterly*. The Quarterly, which was inaugurated in October, 1932, now starts into its "teens."

Dr. Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana, editor of the Quarterly, announces that the fall issue will be devoted to postwar problems in business education. A forthcoming issue will deal with rehabilitation problems related to business training.

The Quarterly is supplied free to all members of the Department. Membership dues of \$1 should be sent to the national membership director, Harold D. Fasnacht, Colorado Woman's College, Denver 7, Colorado.

An industrial plant may visualize production in its various stages

The Blackboard Goes to War

ELSIE JOHNS

TO meet the need for a mechanical method of reducing to visual form the operations that go on in business and industry, F. Lloyd Wassell of Westport, Connecticut, has invented a visual control board, which actually keeps pace with the clock.

To operate this device, named *Produc-trol* (contraction of the words *production* and *control*), requires no more technical skill than is required in posting a ledger. The board has been sold to about 3,000 war plants and is finding a place in industries that will continue after the war is over.

Produc-trol, illustrated at the bottom of this page, is a black wall board—in effect a punch-board, for it contains about 54,000 holes in rows across the board. Into each hole is put a colored peg to represent each stage of manufacture of a certain product as it goes through the plant, or an item in stock, or an order on the

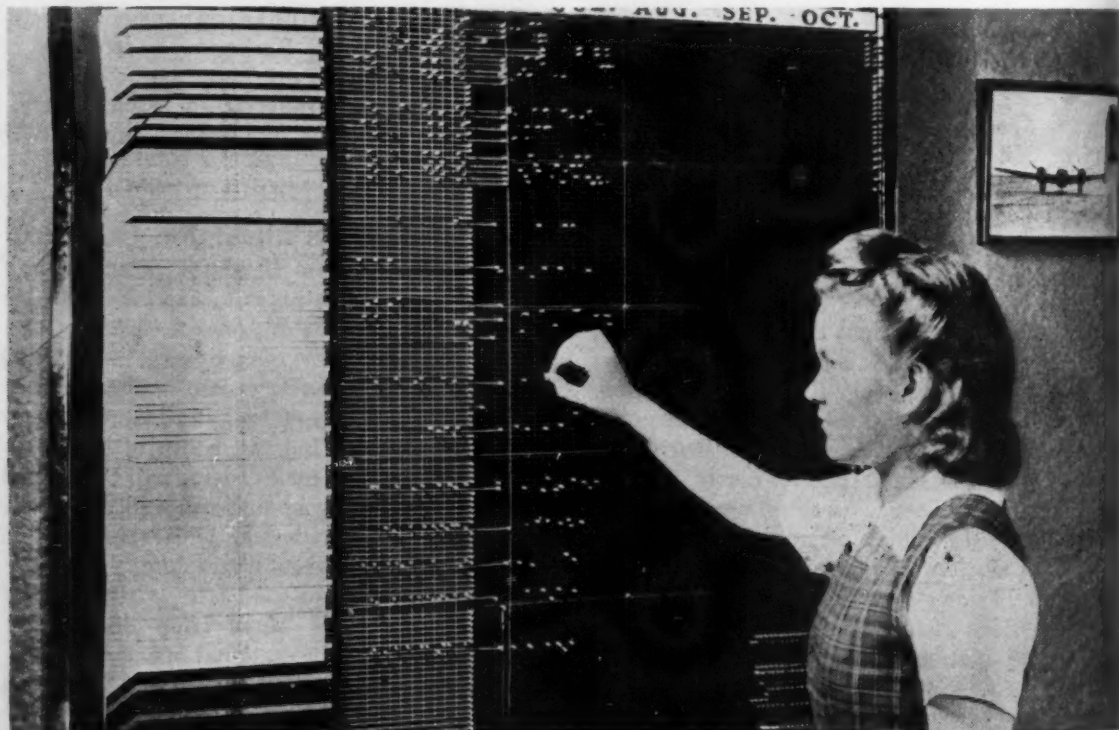
salesbooks. The board is used in many ways.

An airplane factory, for example, may use the board to show each stage of manufacture from the time the raw material for a certain part arrives at the plant until it leaves the factory as a finished part, or a complete airplane.

The plant manager furnishes the figures representing the time allowed for each operation to a clerk, who posts the information on the board in this way: He moves a white peg across the board to a hole under the date on which it must be finished, say December 15. The peg has a white string on it, which now stretches from today's date to the December 15 hole. Underneath the white string will be recorded, by means of pegs of other colors, the entire history of the manufacture of a certain part.

A blue peg goes into the hole on the date the raw material is received, say October 20. If, two days later, the order has gone through paper work and is ready for the first manufacturing stage, that fact is recorded by a pink peg

A *Produc-trol* board in a Toronto, Canada, plant. The colored pegs in the different date holes tell whether the work is progressing or whether it is being bottle-necked somewhere along the line.



which goes into the hole under October 22. All other stages of manufacture are recorded in this same way. The white string line is kept constant to warn everyone concerned of the dead line.

The calendar that stretches across the top may mean whatever the management wants it to mean—hours, days, weeks, months, years.

Production boards are also used for recording information about location of parts. For example, just recently Packard Motor Co. of Detroit used the board to locate a flexible rubber tubing that had been shot away in a bomber over Normandy.

A phone call from the base to the United States, relayed to Packard's supply department, disclosed that the part that seemed irreplaceable in Europe was available in Detroit. The board told not only the warehouse in which it was stored, but also the floor, the area, and the bin. A messenger brought the part to an officer, who had space in a bomber leaving for Normandy. Within a matter of hours, the part was delivered in Normandy and the plane was in the air.

The A, B, C's of World Rivers

RALPH S. HARRIS

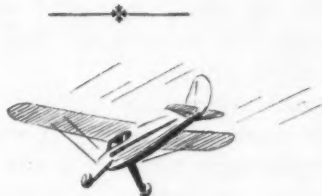
Westport High School, Kansas City, Missouri

THE INITIAL letter of each in the order given makes up the alphabet. Write in the name of the river described.

- A.—The world's largest river in volume.
- B.—A tributary of the Ganges.
- C.—The world's second largest river in volume.
- D.—The main river of one of the United States. Has same name as the state.
- E.—An historic river of Iraq (Mesopotamia).
- F.—An important river of British Columbia.
- G.—The holy river of India.
- H.—This river made Albany a seaport.
- I.—A great river of western India.
- J.—This river flows into the Dead Sea. It is the chief river of Palestine.
- K.—Main river of eastern Kansas, sometimes called "Kaw."
- L.—Largest river in France.
- M.—The "father of waters."
- N.—The "lifeblood" of Egypt.
- O.—This river, when dammed, formed the Lake of the Ozarks.
- P.—Our national capital is on its banks.

- Q.—This river flows through Connecticut into Long Island Sound.
- R.—The "bread basket of the world" surrounds it.
- S.—This river flows through the capital of France.
- T.—The world's largest city is located on this river's banks.
- U.—The main river of Uruguay.
- V.—The name of this Russian river suggests a song.
- W.—The name of the river suggests a song. It is a tributary of the Ohio River.
- X.—A tributary of the Amazon.
- Y.—An important river of China.
- Z.—Victoria Falls is part of this South African river.

(Answers on page 153)



May a property owner obtain an injunction to prevent an airplane from being flown over his land?*

*No. The Department of Commerce regulations specify the heights over towns and open spaces below which airplanes may not be flown. These regulations have designated a freely navigable and unrestrained upper-air space.—R. Robert Rosenberg.

Hotel and Restaurant Management Taught in the Junior College

MOZELLE MILLIKEN

THE San Francisco Junior College has had notable success in its course in hotel and restaurant management for young men. Dr. A. J. Cloud, president of the College, definitely believes that junior colleges throughout the nation will find an unlimited field in the training of young men and women for places in the business and industrial world. He points out, however, that only those vocational courses founded on actual industrial needs will have the support of industry and thus be assured of a successful future.

On such premise, the College's hotel and restaurant course was built. It was designed to fill employment needs in a city famed for its restaurants and containing more hotels in proportion to its population than any other city in America.

To best fulfill the needs of the hotel and restaurant industry in San Francisco, the entire program was laid out by an advisory committee selected from among leaders in the local hotel and restaurant business as well as representatives from organized labor. To these men were entrusted the selection of suggested subjects to be taught, while to college administrators fell the task of integrating the entire program with college facilities and local and state educational codes and requirements.

The advisory group has the responsibility of determining the number of students who at a given period shall be admitted to the hotel and restaurant division. The size of the classes is thereby synchronized with industrial needs.

Formally stated, the objectives of the course are as follows:

1. To offer to a select group of young men the opportunity to receive practical technical and related training in the field of hotel and restaurant management under a co-ordinated and supervised plan.

MOZELLE MILLIKEN, instructor in the Hotel and Restaurant Division of San Francisco Junior College, was educated at Goucher College and the University of Pennsylvania. Prior to her appointment at the San Francisco Junior College, she was advertising manager for a hotel chain.

In this article, the third in the junior-college series, Mrs. Milliken tells how a college restaurant management course was organized. Other articles in this series appeared in September and October.

2. To afford to employers a source in the future from which they may draw young men and women who have been carefully selected, well trained in the fundamentals of operation, and thoroughly convinced that the hotel industry offers them a future.

3. To offer to labor groups a means by which they may intelligently select and train members of their organization and continue to maintain and improve their standards.

4. To offer a means by which the employer and the employee, through the processes of education and co-operation, may become better acquainted and more thoroughly versed in the problems which confront each other.

To achieve these ends, men and women who have had actual experience in the industry are engaged as instructors. Many of these instructors are presently employed in industry and handle classes in their particular fields on a part-time basis.

These instructors bring to the division directly the constantly changing picture of industry operation as well as their personal knowledge of employment needs, with consequent immediate employment possibilities for any properly qualified student on his completion of the course.

Mrs. Hilda L. Watson has been head of the division since 1940. A graduate of the School of Hotel Administration at Cornell University and experienced in the field of restaurant operation, Mrs. Watson has brought to the course notable qualifications from both academic and practical backgrounds. Part of her success in directing the program has been her personal interest in the activities of the industry and her unfailing insistence that the students as well as the division as a whole affiliate with restaurant and hotel organizations and participate in their every activity.

Subjects included in the curriculum cover a wide range from hotel accounting to cake baking and decorating, and from personnel administration to meat cutting and meat analysis.

Food cost accounting, hotel and restaurant purchasing, restaurant management, hotel house-keeping, hotel law and insurance, and front office procedure are some of the subjects taught. Each course is taught by an expert in his field, and each student is given ample opportunity to make cursory observation of the entire industry before turning to selection of his own special branch of the work.

Experience in Restaurants and Hotels

The school provides actual experience in restaurant work. Restaurant students cook and serve meals for a thousand or more college students and faculty members each day. Meat cutting is done in the plant of one of the largest wholesale meat concerns of the Pacific Coast.

In all branches of hotel work, opportunity for practical experience is provided through the co-operation of the local hotel operators, who provide places for individuals to work as student observers in various departments. All such placement is done with strict observance of the provisions of labor union contracts and with the full co-operation of local unions involved.

Students in the hotel and restaurant management division make use of the facilities offered for academic training by the college in such subjects as mathematics, English, and civil government. These students also participate in all general activities of the college as well as those of their own organizations.

Wide and enthusiastic recognition by the hotel and restaurant press of the country has attracted students from all parts of the Pacific Coast, as well as from the Hawaiian Islands and the eastern states. The school also has many foreign-born students.

Each applicant for admission must be passed upon by members of the advisory committee and must present letters of recommendations from members of the industry as well as a transcript of previous scholastic record, or, in the case of advanced students, record of previous employment.

Conforming with junior college requirements, the hotel and restaurant course covers a period of two scholastic years. Students are required to spend the intervening summer vacation working at some paid job in industry. The excellent records of former students on the job have caused the members of each current class to be much sought by employers. Indeed, each season finds applications from various operat-

ors on file long ahead of the vacation period. Strict attention is paid to meeting established pay scales and working conditions.

Many requests from all parts of the country come to San Francisco Junior College asking for copies of the curriculum and for outlines of its administrative and instructional setup. Response to these requests is generously given, always however with the hope that the recipients will give full consideration to the fact that this program is not static, but constantly changing to meet changing conditions in industry. Never have two consecutive years found the work identical, though changes are carefully worked out and are not mere experimentation.

Until the period of induction into the Army and Navy, all former students who had completed the two years of training were actually working in the industry. Even today, many former students are following this field in the various branches of the armed services.

Dr. Fisk Comments On "Social Business Education in the Junior College"

We have asked Dr. McKee Fisk, an authority on the junior college, to comment on the articles in the junior-college series, now running in the B.E.W. His comments this month apply to H. D. Fasnacht's contribution, which appeared in October.—Editor

IT is generally agreed that the junior college embraces the upper years of secondary education. In view of this, the social-business subjects (variously known as general, nonvocational, preparatory, or basic business subjects) should occupy an important place in the junior-college curriculum. This is because they are essentially a part of that large group of subjects known, for want of a better term, as "general education," which composes the body of knowledges and skills believed desirable for all members of society. Unfortunately, business education is thought of as being almost solely vocational in character. On the junior-college level especially, this results in serious neglect of the important educational values that the social-business subjects can contribute to general education.

This very neglect, however, provides business education with one of the most challenging opportunities it has ever had. And if

■ this opportunity is to be realized, a selling job of the first rank is imperative.

H. D. Fasnacht has outlined a plan in his article, "Social Business Education in the Junior College," which appeared in this magazine last month. He has pointed out that one important characteristic of American culture (and all other cultures for that matter) is its economic nature. The economic implications of personal, social, and vocational relationships make economic literacy essential for all persons, irrespective of their occupations or other interests.

In this connection, it is necessary to differentiate between the educational contribution of the social-business subjects on the high school level and that on the junior-college level. Such differentiation must be based upon the peculiar needs and objectives of the students as well as upon their maturity, as Mr. Fasnacht states. Distinctions are also necessary between the functions of social-business subjects in the junior college and those in the four-year college.

Mr. Fasnacht has pointed out that the social-business subjects have values for all students, including those who are preparing for business occupations as well as those who are preparing for other occupations. This is significant because the appeal of all business subjects has been directed solely to "business" students. Unless business teachers plan to make an aggres-

sive appeal to all students, the function of eliminating economic illiteracy will be assumed by others.

This means in the first place that junior-college administrators and faculties will need to be convinced of the general educational values of social-business subjects and that these values, in contradistinction to the vocational values of the subjects, will be emphasized. Only if this is done will any progress be made in dispelling economic illiteracy among junior-college students, who numbered more than half a million in 1943-1944. With adult-education programs becoming increasingly important on the junior-college level (defined as that educational level between high school and the high degree of specialization that characterizes upper-division collegiate training), courses contributing to economic literacy likewise have increasing possibilities.

Committees of business teachers must undertake this problem at once. The possibilities of developing the social-business subjects are second to none if vision, imagination, and resourcefulness are applied to the problem. These committees should examine the social-business subjects individually and collectively with a view to assuring all parties concerned that such subjects really perform their function and give reasonable promise of achieving their goals. The question is whether business education has what it takes to do the job.—*McKee Fisk*

Back Numbers of B.E.W. Wanted

WE RECEIVE MANY requests for back issues of the BUSINESS EDUCATION WORLD. Because of limited storage space, we are unable to keep a complete stock of all issues.

Are you able to supply any of the following issues to complete the files of the Western Michigan College, Department of Business Education, Kalamazoo; September, 1936, through May, 1937; October and December, 1937; October, 1938; February and March, 1939. If you are able to supply any of these magazines, will you please write A. L. Walker, chairman of the Department of Business Education at Western Michigan College.

The College has a limited supply of extra copies of other issues and will be glad to arrange a trade if desired. Copies are also available for sale. Mr. Walker has a complete file of Volumes 14, 15, and 16 and a good assortment of copies in succeeding volumes.



You'll have to wait, Miss Burke. I'm taking some dictation from my wife.

Filing for the Law Office

HELEN CASPER

Miss Brown's School, Milwaukee, Wisconsin

AN efficient filing system is important in a well-run law office. The business papers of the law firm must be arranged systematically so that any paper may be instantly accessible when it is needed. The papers and the correspondence of the law firm mean as much to a lawyer as merchandise does to a commercial firm. A misfiled paper may cause an embarrassing situation for both lawyer and file clerk, possibly causing the loss of a client.

Files should be fireproof. The current files should be units of the best construction. The transfer files for papers relating to closed business may be of cheaper construction, because they are not so often consulted as the current files and do not get such hard wear.

Correspondence in a law office consists of matter regarding cases in court, collections, legal transactions and advices not in connection with court cases, and various administrative and routine correspondence not relating to clients, such as the hiring of employees and the purchase of equipment and supplies.

One main file is sufficient to take care of all these classifications in a small office, but the files may be kept much more efficiently with three divisions: the main, or court, file; the collection-case file; and the miscellaneous file.

A great many matters in a law firm cannot be handled in a predetermined amount of time. Frequently, cases take months or years to settle. For this reason, it is wise to divide the court matter under two main headings: current and transferred.

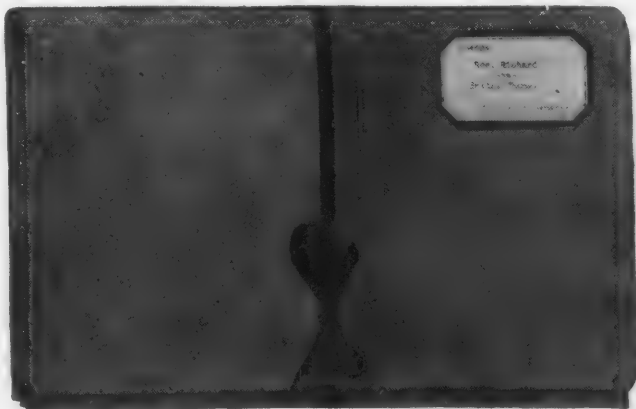
The vertical file folder is the core of the filing system. Each matter of business, as it comes into the office, is given a folder, sometimes referred to as a jacket. Each folder contains only one complete business matter. Folders often must be extremely expansive so as to hold a large quantity of material, and in some instances entire drawers must be set aside for a single case. The business to which the folder pertains is labeled on the tab, or the drawer is labeled

on a card on the outside. Letters, carbon copies or replies, and all other papers are filed flat in the folder. These papers should be fastened together so that there is no danger of losing any of them. In a properly kept folder, the letters are in chronological order, with the last letter on top, and are stapled separately from the other papers. Each set of papers, such as pleadings, is kept together. Other papers, such as those on evidence or exhibits, are fastened in their proper groupings.

Order in keeping a folder or jacket is a great timesaver. The last paper filed is always placed on top, with the heading to the left, so that all papers, regardless of size, read naturally as in a book.

Opening a Case

When a case is opened, it is advisable to have the lawyer fill out a small form showing the name of the client, the subject, and the date. Spaces should be provided for further notations. The new case memorandum then goes to the filing clerk. All names concerned are card-indexed.



A jacket—"the core of the filing system"

A file is then made ready for any correspondence or memoranda that may come in. The tab on the folder should be labeled with the client's name, the name of his opponent in the case, and the nature of the matter to be handled by the law firm. All correspondence

concerning a case should be filed under the *client's* name.

After preparing a file folder, the filing clerk initials the memorandum, showing that her work is completed, and passes the memorandum on to the bookkeeping department, where a ledger sheet is opened for the case. Finally, the case is listed on the weekly case list.

The court file holds all cases pending in the courts, including copies of all papers issuing from the office and those served upon the attorney and his client by the opposing attorney. Correspondence about a case is kept separate from the court file about that case. Both the court file and the correspondence folder, however, are put in one large folder so that all papers pertaining to a case are available for immediate reference.

It is advisable to use a separate unit for collection cases, indexed by the name of the creditor, cross-indexed to the name of the debtor, and filed alphabetically. If collection cases are not cared for in a separate file unit, a follow-up record or a tickler file should be kept for them, and the papers should be filed in folders of a distinctive color.

Miscellaneous correspondence, such as advice, legislative matters, insurance matters, correspondence relating to the purchase of equipment, and inquiries from other lawyers, should be kept in a separate unit and indexed by the name of the correspondent or client. Frequently, it is advisable to list these by subject and to file them alphabetically with the other correspondence in this file.

The file clerk must be careful to keep a

record of every paper or folder that is removed from the files. If negligence occurs in this respect, there is uncertainty as to the location of material when it is needed, and time is lost in searching in all the places where it might be. An "out card" is usually placed in the folder to account for papers that have been removed.

The form is titled "OUT" at the top center. Below the title, it says "SUBSTITUTION CARD" and "FILE OF SEVERAL HOURS OF FILES". The form has several fields with handwritten entries:

- Name or Subject: *Stone, John P.*
- Date: *6/20/4*
- Case or Matter: *Andrew Stone Estate*
- Date: *5/9/4*
- Done by: *R. W. R.*
- Date: *5/20/4*
- Done by: *Wm. R. R.*
- Date: *5/20/4*

At the bottom, it says "REQUISITION ON TICKLER" and "Copy Retained Case No. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, 1871, 1872, 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104

Daily Transcription Schedules

CLYDE I. BLANCHARD

THE first requisite of good transcription teaching technique is a careful selection of letters to be dictated for mailable transcription each day. One of the most frequent requests made by teachers is for a specific list of such letters. Oddly enough, no such list seems to be available. Therefore, as a service to teachers of transcription, *The BUSINESS EDUCATION WORLD* is publishing two complete daily transcription schedules, each covering eighty periods.

The letters for the first schedule will all be selected from *Gregg Speed Building, One-Year Course*; the letters for the second schedule from *Rational Dictation Studies*.

Three Requirements

A daily transcription schedule should begin with short easy letters. The length and difficulty of the letters, as well as the total amount of material to be dictated each day, should gradually increase. As those teachers who have tried it will remember, it is not easy to work out a schedule of this kind in which all three requirements are met.

In order to make these schedules of the maximum value to teachers of transcription and especially to those teachers who are using the B.E.W. transcription certificate service, a few words of explanation here may be useful. Each of the schedules provides mailable transcription material for sixty-four days, allowing for sixteen net weeks of work with four days of mailable transcription each week.

Only sixteen weeks are allowed because in most cases the first few weeks of the semester will be devoted to a brushing up of the raw skills of shorthand and typewriting. Only four days a week are provided for mailable transcription because, in the writer's opinion, it seems best to allow one day a week in the typing room to transcribe shorthand speed tests, such as the *Gregg Writer* tests published monthly in the *Gregg News Letter*, and to work on the improvement of typing speed or accuracy.

No specific tests are provided in these schedules because the test in such work as this is the student's grade on his transcripts for at

least four consecutive periods. Because of the nature of the testing problem involved, there will inevitably be some element of luck in any grade based on the transcripts for one day. A complete discussion of testing and grading mailable transcription, with a specific grading plan, will be found in two articles written for the *BUSINESS EDUCATION WORLD* by Louis A. Leslie,¹ entitled "Shorthand Testing and Grading." These articles were reprinted as Chapter XIX of *Better Business Education*.²

The one period a week left in these schedules for typing practice, or for the transcription of *News Letter* Speed Tests, should not be taken for the B.E.W. Transcription Tests. These may be worked into the schedule of whatever day seems convenient by dictating a B.E.W. Transcription Test as the first letters in that day's material, and dropping from that day's scheduled dictation an equivalent amount of material.

By this simple procedure, it is possible to use the B.E.W. Transcription Tests each month at a convenient time without disturbing the testing and grading plan that may be set up on the basis of completing the full amount of material listed in the schedule.

Stationery to Be Used

If it is at all possible, every letter should be transcribed on a letterhead. Every letter should have both an inside address and a firm signature. The firm signature should remain the same throughout each week in order to simulate as closely as possible the business situation because the office stenographer usually has the same firm signature on every letter.

The inside addresses, if possible, should be copied from a printed or stencil-duplicated list in the pupil's hands. Few businessmen dictate inside addresses; most businessmen give the stenographer the original correspondence, and

¹ *Business Education World*, February, 1942, pp. 499-503; March, 1942, pp. 603-608.

² Harvey A. Andruss, *Better Business Education*, pp. 210-239. Gregg Publishing Company, New York, 1942.

the stenographer must copy the address. By having the pupils copy addresses from a printed or stencil-duplicated list, a teacher will save much time and, at the same time, come closer to the usual office situation.

In these schedules, 15 words are added to the number of standard words dictated in each letter. This 15-word credit is allowed for the extra typing required by the inside address and business closing. There may be slightly more than 15 words actually typed; but if the same business closing is used throughout each week, the pupil soon learns to type it rapidly.

The most desirable arrangement for the transcription period at the typewriter is a full 45-minute period, during which the pupil is left undisturbed to transcribe. The dictation of the letters and the checking of the transcripts as they are read back by the teacher should be reserved for the shorthand period in order to give the pupils as much transcribing time as possible at the machine.

Two types of test are absolutely necessary for the correct evaluation of the pupil's skill

and also as a motivation for the pupil's learning.

1. There should be a 5-minute shorthand speed test with a maximum error allowance of 5 per cent—that is to say, an allowance of 25 errors on a 100-word-a-minute test (5 per cent of 500). This test measures the student's speed in taking dictation. For this purpose the *Gregg Writer speed tests are ideal*.

2. There must also be a mailable-transcription test similar to that described above, in which the letters are dictated well within the pupil's speed. This mailable-transcription test serves to measure the pupil's speed of transcription and his ability to make mailable transcripts.

It is especially important that no attempt be made to compromise between these two types of tests by giving a speed test but with a very low error allowance. For the speed test, the higher allowance is psychologically sound. For the mailable-letter test, even one error that renders a letter unmailable is too much. The articles already cited give a workable solution for the problems involved in grading tests on a mailable-letter standard.

Daily Transcription Schedule No. 1

Source: *Gregg Speed Building—One-Year Course*, by John R. Gregg (copyright 1940)

Day	Letter Number	No. of Words	Total With 15-Word Credit	Day	Letter Number	No. of Words	Total With 15-Word Credit
1	11	55	70	6	396	63	78
	12	63	78		397	67	82
	36	65	80				463
	18	57	82		436	60	75
	35	72	87		645	61	76
2			397	7	563	62	77
	65	56	71		165	66	81
	82	60	75		173	68	83
	44	62	77		174	70	85
	43	72	87				477
3	14	80	95	8	648	55	70
			405		232	68	83
	38	45	60		574	68	83
	154	55	70		189	70	85
	20	80	95		493	70	85
4	37	80	95	9	469	72	87
	42	82	97				493
			417		541	50	65
	133	53	68		423	65	80
	105	72	87		314	68	83
5	132	72	87		312	70	85
	39	80	95		444	72	87
	153	80	95		487	80	95
			432				495
	148	60	75		669	65	80
	328	60	75		676	66	81
	401	60	75		711	67	82
	127	63	78		725	71	86
					712	72	87

Day	Letter Number	No. of Words	Total With 15-Word Credit
	701	74	89
			505
10	249	65	80
	349	70	85
	631	70	85
	621	74	89
	630	74	89
	269	78	93
			521
11	667	55	70
	719	58	73
	729	64	79
	172	85	100
	135	90	105
	171	90	105
			532
12	727	79	94
	131	88	103
	247	95	110
	193	100	115
	196	102	117
			539
13	123	94	109
	83	96	111
	85	100	115
	109	101	116
	110	108	123
			574
14	147	94	109
	22	100	115
	152	100	115
	19	106	121
	134	114	129
			589
15	192	92	107
	187	101	116
	197	105	120
	198	107	122
	188	110	125
			590
16	47	95	110
	90	101	116
	62	110	125
	89	113	128
	48	118	133
			612
17	695	86	101
	673	100	115
	679	112	127
	674	125	140
	691	134	149
			632
18	646	92	107
	620	96	111
	622	120	135
	643	126	141
	617	133	148
			642
19	69	100	115
	71	110	125
	67	112	127
	68	125	140
	167	131	146

Day	Letter Number	No. of Words	Total With 15-Word Credit
			653
20	250	114	129
	101	118	133
	107	120	135
	108	121	136
	253	123	138
			671
21	128	111	126
	112	123	138
	113	123	138
	125	125	140
	129	127	142
			684
22	210	114	129
	215	118	133
	248	125	140
	228	127	142
	211	133	148
			692
23	647	82	97
	649	92	107
	697	97	112
	699	101	116
	718	114	129
	721	130	145
			706
24	728	115	130
	722	117	132
	726	117	132
	724	127	142
	698	167	182
			718
25	17	108	125
	49	115	130
	50	115	130
	16	150	165
	15	155	170
			720
26	458	101	116
	64	134	149
	209	137	152
	212	140	155
	66	152	167
			739
27	333	83	98
	291	85	100
	213	156	171
	194	159	174
	191	186	201
			744
28	350	84	99
	398	88	103
	169	165	180
	168	175	190
	145	180	195
			767
29	733	113	128
	731	123	138
	86	145	160
	84	150	165
	81	179	194
			785

(Continued next month)

*How to thumb papers
for checking purposes*



Illustrations from "How to Use the Adding Machine," by Thelma Potter and Albert Stern

Periphery Business Skills

THELMA M. POTTER

HANDLING cards or papers in connection with office machines or general clerical activities requires a special finger dexterity that may easily be developed in the classroom instead of being left for mastery on the job.

Last month this column described one way of handling cards or other papers so that desired information, wherever it appeared, could be easily seen and rapidly entered on a typewriter or other office machine.

In many offices, clerical workers frequently are called upon to check or abstract material from papers—all of the same size and same weight—upon which the material to be checked or abstracted appears in the lower right-hand corner. For example, railroad clerks must check and list the charges on freight bills; department-store clerks must check totals of sales slips.

Office workers have developed a fairly common finger technique for running through piles of such material at a rapid rate. For situations in which information to be listed or checked appears in the lower right-hand corner, the following procedure is used.

1. Place the papers in front of you slightly to the left so that the left hand may work with them easily.

2. Place the fingers of the left hand on the papers so that the thumb will rest slightly above the lower right-hand corner. Exert a little pressure on the fingers so that the papers

This article is the second in a series in which Dr. Potter, instructor in business education, Eastern College, Columbia University, discusses skills which "surround and affect the performance of the basic skills." Her first article appeared in last month's B.E.W.

will be held securely. The thumb should be left free to push up the papers.

3. Read the first amount and list or check it.

4. Push up the top paper with the thumb; catch the edge of it with the first finger. Hold it in the curve of the first finger.

5. Read the amount on the second paper. List or check it.

6. Push up the second paper with the thumb, catching it also in the curve of the first finger.

7. Continue to push up one paper at a time, using the first finger to hold the edges of the papers that have been checked or recorded. A rubber thumb, if available, makes this job an easier one.

For classroom practice in this finger skill, have the students prepare twenty-five sheets of paper the same size. Give a short practice period (two or three minutes) each day for several days. On the first day, after the practice period, give a 1-minute test and have each student record the number of papers he can thumb in that time. Give several tests, if you like, the aim of each succeeding test being to increase the number of papers thumbled up.

On the second and following days of practice, have the students write or typewrite an amount in the lower right-hand corner of each paper. Then as they thumb up each paper have them read the amount and write it in column form on an 8½ by 11 sheet of paper. Give them several timed tests that measure the increase of their ability to thumb, read, and write lists of numbers. Names may be used instead of numbers. Have the students ex-

change and check their papers for accuracy of recording the lists.

Practice on this finger skill may be included in arithmetic, bookkeeping, office and secretarial practice, and office-machines classes.

A variation of this same technique of fingering is required when the information to be used appears in one of the other corners of the sheet of paper. This will be described in a later column.



450th Anniversary of Pacioli's Contribution to Bookkeeping

THE four hundred and fiftieth anniversary of the appearance of the first printed text containing materials on double-entry bookkeeping takes place the 10th of this month. The author was a monk, known as Lucas Pacioli. His book, *All About Arithmetic Geometry and Proportion*, which appeared two years after Columbus' voyage, contains a chapter on double-entry bookkeeping.

Although Pacioli's book included less than forty pages on bookkeeping, each page contained a great deal more than is now commonly placed on a single sheet. During that era, an author of a text was expected to summarize his entire subject. In order to make his summary of mathematics as nearly complete as possible, Pacioli included a chapter on bookkeeping.

In 1459, Benedetto Cotrugli prepared a manuscript that contained a chapter on bookkeeping, but this copy existed only in manuscript form for many years. In speaking of Cotrugli's manuscript, Green¹ said, "This treatise on double-entry bookkeeping was in part the foundation of the notable work of Pacioli."

Pacioli was born about 1445 and died about 1515. In early life, he was employed for a few years by a merchant, Sir Rompiasi of Venice, as tutor for his two sons. While traveling with them, Pacioli probably had opportunity to study the books actually kept by commercial firms of that time. For a time, Pacioli was professor of mathematics and theology at the University of Pisa. Later he was called to Rome by Pope Leo X to teach these two subjects.

Pacioli recommended three books: a daybook, a journal, and a ledger, just as Cotrugli had done thirty-five years earlier. The daybook was in reality only a nontechnical statement of transaction.

Pacioli's journal contained only one money

column. The debit, credit, and explanation of each transaction were grouped together in a paragraph. He recommended that to avoid confusion each debit be preceded by the word "per," and each credit by the letter "A." An arrangement of the journal showing two money columns was not used until many years later. His ledger conformed in general to the modern arrangement of the conventional two-column form. The usual practice, however, was that debits were on a left page and credits on a right page, the double page being used for an account.

It is quite possible that only a limited edition of the text was published. A few copies are still in existence, principally in the hands of collectors and in large libraries. The text was originally issued in a dialect that is not now generally used. At least two English translations have been prepared: one by J. B. Geijsbeek, founder and first dean of the School of Commerce of the University of Denver, and another by P. Crivelli of England.

Pacioli made little use of illustrations. It is evident that his text was written primarily for reference by those already familiar with bookkeeping rather than for one who was starting to learn the course. In the fifteenth century, there was not the need for texts as there now is. Students of that era learned as apprentices how to keep books.

The influence of *All About Arithmetic Geometry and Proportion* on the development of bookkeeping and accounting is indicated by the fact that for more than a century virtually all texts on the subject were little more than revisions and translations of Pacioli's writing.

The appearance of Pacioli's book was timely, as it came at the beginning of a great industrial and commercial expansion, which resulted in the increasing importance of keeping bookkeeping records.—Earl Clevenger, Central State College, Edmond, Oklahoma

¹Wilmer L. Green, *History and Surveys of Accountancy*, (Brooklyn: Standard Texts Press, 1930), p. 87.

So You're Going to Be A Navy Stenographer

LT. J. K. STONER, U.S.N.R.

Bureau of Aeronautics, Navy Department, Washington, D. C.

Part 2

IT is not possible to show in this series of articles all the forms and styles of Navy communications and, in addition, to point out the allowable exceptions. The sample letters follow the accepted style as set forth in the Navy Department's *Manual for Stenographers and Typists* and the Bureau of Aeronautics' *Administrative Instructions*. Each Bureau and activity usually issues supplemental instructions and directives. Although all Navy letters have a uniform appearance, there are differences in detail. The beginner should understand that he will have to abide by the regulations that govern the activity in which he finds himself.

The date may be typed flush with either the left or the right margin; in most cases it is stamped in by the mail room. When a letter leaves the originator, he does not always know just who will sign it or whether it will be signed "By direction," so this space, too, is often left blank, to be stamped by the mail room.

A memorandum is an informal communica-

Note—The opinions or assertions contained in this article are the private ones of the writer and are not to be construed as official or reflecting the views of the Navy Department or the Naval Service at large.

tion between Divisions, Sections, Branches, or individuals within the same Bureau or activity. Some are less formal than that shown in Illustration 1; they may be written on a special memorandum pad. The serial number (Ser. 168270) is used by the mail room to identify correspondence.

An intra-naval letter is a formal communication between Bureaus or Naval activities, or to Government officials and others who have adopted the Naval forms. The form and style that should be followed are shown in Illustration 2. Naval activities use variations of this form and style.

Another sample intra-naval letter is shown only in part, in Illustration 3. This letter gives reasons to the Secretary of the Navy for the proposed expenditure of Aeronautics' money for a project requested by an air station on the West Coast.

The correspondence designation in the upper left-hand corner, shown in Illustration 3 on the next page, is made up as follows:

- AER Bureau (Aeronautics)
- MA Division (Maintenance)
- 3 Branch (Shore Establishments)
- 2 Section (Air Stations)
- 4 Unit or Individual
- IMG Initials of the dictator

Maintenance Div	
Aer-MA-315-BUS	
Al-4	
Ser. 168270	
28 Mar 1944	
MEMORANDUM	
To:	Asst. Chief, BuAer.
Subj:	Data Prepared for Hearings on Proposed Public Works Authorization Bill before the Bureau of the Budget.
Encl:	(A) Breakdown of Funds Requested and Brief Explanatory Statement.
1. The Bureau of the Budget is holding hearings at 1430 on Monday, April 3, on the proposed authorization bill for public works construction. That portion of the request for authorization sponsored by the Bureau of Aeronautics amounts to \$27,000,000. The attached material, encl. (A), was prepared at the request of Captain Brewer to assist Admiral Stanley in the preparation of his remarks at the hearings, and is forwarded for your information.	
2. The Bureau of the Budget has asked Senator Lubold and Dr. Perry to attend the hearings and testify as special consultants in aeronautics engineering.	
R. U. SPEEDIE Director, Maintenance Div.	

Illustration 1. A memorandum

MAINTENANCE DIVISION
Aer-NA-331-1795
N12/NA9(1)
N2-14

NAVY DEPARTMENT
BUREAU OF AERONAUTICS
WASHINGTON 25, D. C.

(file No. if any)
(office symbol)
(date)

(SPECIAL POSTAL SERVICE)

To: **SUBJAC, Given Middle, Rating, USN**
Via: (name of bureau or activity, in abbreviated form, through which the communication is to pass)
Subj: Intra-naval letter between superior and subordinate; instructions for preparation of.
Ref: (this heading should be used when necessary to refer to previous correspondence and each reference is identified by a parenthesized small letter (a), (b), (c), etc.)

1. This sample illustrates an intra-naval letter prepared "By direction" of a superior officer to a subordinate "via" the subordinate's commanding officer or the head of the activity at which the subordinate is located. In addition to illustrating the use of a "Via:" heading, this exhibit also illustrates a "Ref:" heading and "Encls:" and "CC:" notations. The "Via:" and "Ref:" headings and the "Encls:" and "CC:" notations are used only when necessary.

2. Since this sample letter is signed by a subordinate officer and is not a direct communication, the "By direction" line is used, and includes the functional title of the superior officer and the identification of the bureau or activity in abbreviated form. When a "By direction" line is used, only the name of the releasing officer is typed in the signature portion.

By direction of Chief, BuAer:

(NAME)

Encls:
1. (RM) Description.
2. (SC) Description.

CC:
(names of individuals and/or the functional titles and bureaus or activities to whom carbon copies are to be sent)

Illustration 2. An intra-naval letter

The number, N6/NA27, was placed there by the file room and is used to identify correspondence.

In the lower left corner of the second page, this legend appears:

Copies to:
ComTwelve
CO, NAS, Alameda
ComFair, Alameda

This means that copies are being sent to

MAINTENANCE DIVISION
Aer-NA-334-1793
N6/NA27

NAVY DEPARTMENT
BUREAU OF AERONAUTICS
WASHINGTON 25, D. C.

Ser 157661
13 March 1944

From: Chief, BuAer.
To: SecNav.
Via: BuDocks
Subj: NAS, Alameda, California - Temporary Shed for Salvage Purposes.
Ref: (a) GNO ltr to all Naval Activities, PWCO, CAJhjs, PH104-1039, dated 4 Nov. 1943, re: New Facilities Projects.
Encls: (A) Plot Plan of NAS, Alameda, indicating location of subject facility.

1. It is requested that \$25,000 be made available under a Public Works' contract to cover the cost of constructing a shed for handling and storing aviation salvage material, NAS, Alameda. This project is considered very urgent as considerable salvage material is being returned from the Pacific Area and no covered space is now available in which to store materials that would rapidly deteriorate

Illustration 3. Part of a 2-page intra-naval letter

the Commandant of the Twelfth Naval District at San Francisco; the Commanding Officer of the Naval Air Station, Alameda; and the Commander Fleet Air, Alameda.

An *endorsement* is a brief form of intra-naval letter indicating approval, disapproval, comment, or other action that is stamped, written, or typed as an addition to a letter which, by nature of its subject matter, must be referred to one or more offices or activities before forwarding to its final destination.

Illustration 4 shows an endorsement to a basic letter requesting, for the Commandant of the Naval Air Station at Pensacola, funds for reconstruction work.

The endorsement to a basic request is brief and follows the same style and form as the basic letter, with a few differences, which are confusing to the stenographer until he becomes accustomed to the variations. The endorsement in Illustration 4 was typed on a separate sheet and stapled on top of the letter.

MAINTENANCE DIVISION
Aer-NA-331-1795
N12/NA9(1)
N2-14

First Endorsement

Ser 158445

14 March 1944

From: Chief, BuAer.
To: Chief, BuDocks.

Subj: NAS, Pensacola, Fla. - Gulf Beach Guntery Range - High Speed Moving Target Range (2) - Moving Base Range (1) - Reconstruction - Request for. (Comdt., NATC, Pensacola ltr to BuDocks via BuAer. AL-1(R), 3219, dated 27 February 1944 with encls.)

Ref: (a) BuAer ltr. to BuDocks, Aer-NA-335-JB, N12/NO65(1), dated 4 Feb. 1944, Ser. 137612, and BuDocks Memo. End. dated 8 Mar. 1944.

1. Forwarded for the information of BuDocks.

/s/ I. M. SPEEDIE
Commander, USN
By direction Chief of Bureau

Illustration 4. Endorsement on a separate sheet

Illustration 5 on the next page shows the endorsement typed on the lower half of the basic letter.

A *speedletter* is a brief, informal means of direct communication between officials of Naval activities. It is transmitted by regular or air mail and receives preferential handling in the mail room.

The text may be prepared in brief, informal language or in dispatch phraseology and should

be typed in block form. The speedletter consists of a set of three forms printed on canary, green, and pink paper. Dispatch phraseology, symbols, and abbreviations are used in the following speedletter:

RE COMAIRLANT DISPATCH 382246 TO BUAER X INFORMATION IS REQUESTED AS TO SCOPE AND COST OF FACILITIES REQUIRED TO SUPPORT ADDITIONAL PERSONNEL X ADVICE IS REQUESTED AS TO WHETHER PROVISIONS SHOULD BE MADE FOR AN INCREASE IN STATION COMPLEMENT X

A *dispatch* is a brief form of communication to one or more addressees, transmitted by wire, radio, or mail according to the speed required

(file No. if any) (office symbol)	End-1 on (abbreviated functional title), (name and location of activity), (file No. of basic ltr), (date of basic ltr)
(date)	
To: (addressee indicated in basic ltr)	
Via: (1) (addressee listed as #2 in "Via:" heading of basic ltr)	
(2) (addressee listed as #3 in "Via:" heading of basic ltr)	
Subj: (subject listed in basic ltr if copy required for record purposes)	
<p>1. An endorsement is added to the basic ltr or previous endorsement either on the same page if there is space or, if necessary, on a separate page. A space of approximately one-half an inch is allowed between the basic ltr or previous endorsement and the beginning of the next endorsement. Endorsements affecting pay, mileage, transportation, and traveling expenses are typed on the face of the original order if there is space; otherwise, they are typed on the back of the order.</p>	
(NAME) (functional title, activity identification)	

Illustration 5. An endorsement on a basic letter

for delivery. Dispatch forms are usually supplied in sets of six.

Dispatches are written in all capitals. Plain language may be used, or dispatch phraseology, as in this example:

URDIS 221500 FEB 1944 RE GULF BEACH TARGET RANGE X CONTRACTOR IS HEREBY AUTHORIZED TO PROCEED WITH CONSTRUCTION AT ESTIMATED COST OF EIGHTYFIVE THOUSAND DOLLARS X

All zeros in dispatches must have the slant (diagonal mark) superimposed upon them. The numbers 191600 and 221500 refer to the day of the month (19 and 22) and the time of the day (1600 and 1500).

A *mailgram* is a dispatch transmitted by mail. An *airmailgram* is a dispatch transmitted by air mail. A *general message* is a dispatch having a large standard distribution, and is used to transmit general orders whose urgency justifies a speedy method of transportation.

Democracy means not "I am equal to you" but "you are equal to me."—James Russell Lowell.

Committee to Select University of Illinois President

THE UNIVERSITY OF ILLINOIS Alumni News announces that C. C. Larsen, of Springfield, Illinois, president of the Alumni Association, has appointed a committee of five to act in an advisory capacity in selecting the new president of the University. The members of the committee are: George E. Woods, attorney, Chicago; Robert F. Carr, president of the Dearborn Chemical Company, Chicago; Janet Kinley Gregg, Cannondale, Connecticut, vice-president of the New York Women's University Club; Dr. W. L. Crawford, Rockford, Illinois; and Captain George Catlett, Fairmount, Illinois.

Mr. Larsen's announcement says: "Mrs. Gregg, the former Janet Fraser Kinley, is the daughter of Dr. David Kinley, president emeritus of the University, and speaks for the alumnae, who form a large proportion of our graduates. I felt, too, that it would be desirable to have one member of the committee from the eastern seaboard."

Rider College Appointments

RIDER COLLEGE, Trenton, New Jersey, announces the appointment of DR. WILMA CHRISTNER BERG, DR. F. REESE NEVIN, AMBROSE L. SMITH, and DANIEL N. TIPPIN to its faculty.

Dr. Berg, head of the Psychology Department, was at one time a member of the faculty at Mary Washington College, Fredericksburg, Virginia, and more recently, personnel supervisor for the U. S. Signal Corps at Philadelphia. Dr. Nevin, who joins the staff as head of the division of science and director of visual education, has lately been engaged in research work at Johns Hopkins University. He was formerly on the faculty at Cornell University. Recently associated with one of this country's largest insurance companies, Mr. Smith is instructor of bookkeeping and accounting. Mr. Tippin, former staff member at Hershey (Pennsylvania) Junior College, teaches bookkeeping and allied subjects.

New Postal Rates

TEACHERS OF SECRETARIAL practice will want to inform their students of new postal fees for money orders, special-delivery service, and insured C.O.D. mail, which became effective November 1. The new rates are expected to put all post office special services on a self-sustaining basis. You may get copies of the new rates at your local post office for posting on your bulletin board.



News from Washington

Our Monthly Report from the Educational Front

USAFI Educational Program

The Army contemplates a great educational program following the collapse of Germany. It is thought that the program will follow in general this pattern: In the European theatre, for example, under General Eisenhower there may be a high ranking officer designated as the educational officer; then under him will be a divisional setup that will extend on down to the various units. These educational officers will establish and administer schools in the various Army units.

School attendance will be required as a part of the soldier's daily activities. It is thought that the educational program will not be administered on an off-time basis but that it will be incorporated in the daily schedule. In addition to these unit schools, it is believed that vocational schools will be set up in various regions all over the areas and that in eleven centers probably institutions of higher education will be established. In addition, opportunities will be presented to G.I.'s to continue self-study and self-improvement courses.

This statement is an unofficial statement; but, as many of our correspondents say these days, it "comes from sources usually found to be reliable."



Commissioner J. W. Studebaker returned in September from a conference in Mexico. The President of Mexico has been successful in putting through a proposal to eradicate illiteracy. The President will teach personally an illiterate person to read and write and has asked every other literate person in Mexico to do the same thing.



Educational Investment Pays Off

The fledgling Office of Vocational Rehabilitation, set up by Congress last year, is making a good impression in Washington with its progress to date.

Congressmen were especially pleased to hear Director Michael Shortley promise that the cost of rehabilitating a person will drop in 1945 to \$159 from the 1942 figure of \$239. In 1938, the cost per person ran as high as \$392. This is a program for civilians, with war veterans not eligible.

Congressman Butler Hare complimented Mr. Shortley on the "rather commendable and efficient manner in which the cost per person who has been rehabilitated . . . has decreased more than 100 per cent in seven years."

Mr. Shortley said that the 42,124 persons who were rehabilitated in 1943 increased their earnings from some 5 million dollars to 65 million a year. Congressman Hare congratulated the vocational rehabilitation program for "increasing the productive capacity of the disabled."

With more than 42,000 rehabilitated during 1943 and placed in employment, Mr. Shortley estimates that during 1944 about 53,000 persons will be refitted for jobs; in 1945, 72,900. Over the period from 1920-1943, an average of only 9,000 persons annually were rehabilitated under the old program.

The new vocational rehabilitation program operates under the Barden-LaFollette Act, passed in 1943. This law changed the former rehabilitation acts by authorizing the Federal Government to bear the state administrative costs; removed the ceilings on the amounts which the Federal Government may contribute; and authorized hospitalization, surgical and medical care, and occupational therapy for those who can be made employable again.

Director Shortley asked for 10 million dollars for 1944-45 and got 8 million. This represents 70 per cent of the total outlay, the states supplying the remainder.



War Department PIT-1, 1944 Bulletin, *Essential Facts about Preinduction Training*, prepared by the War Department in co-operation with the U. S. Office of Education, has just been issued. Copies of the bulletin may be obtained from the U. S. Government Printing Office, Washington, D. C.



FM for Education, a popular booklet telling what F-M is and suggesting the kinds of programs that could be put on F-M educational stations, has been completed and will soon go to the Government Printing Office.



Washington Interview

No. 4

With MCKEE FISK and

ROBERT E. SLAUGHTER

By Clyde W. Humphrey

DR. MCKEE FISK had little more than finished taking his oath of office as supervisor of the Veterans Administration's vocational rehabilitation program in business and sales occupations when he realized that this program offered numerous challenging problems which deserved far more time and effort than he himself could give to them. He selected as his assistant to work with him on these problems Robert E. Slaughter, who had been active in the field of business education over a period of several years.

The Fisk-Slaughter combination is busily engaged in providing leadership and guidance for one of the most comprehensive business training programs in this country, a program which presently includes the vocational rehabilitation of disabled veterans under Public Law 16, Seventy-Eighth Congress, and the education or training of veterans without service-incurred disabilities under Public Law 346, Seventy-Eighth Congress, which is popularly known as the G. I. Bill of Rights.

A total of fifty-three field stations of the Veterans Administration have vocational rehabilitation and education divisions through which the vocational rehabilitation and education program of the Administration is carried into operation. It is the responsibility of the Central Office of the Veterans Administration in Washington to develop policies and supervise programs as they are administered in the field offices. The performance of their duties puts Dr. Fisk and Mr. Slaughter in close touch

with educational programs throughout the country and involves the entering of veterans into those institutions, supervision of veterans while in training, and such follow-up as may be appropriate.

Dr. Fisk, who received his Ph.D. degree at Yale University and is prominently known in business education as a teacher-training specialist, author, and professional leader, is putting to work in his present post many of the important principles of business education that he has advocated for some time.

He definitely believes that skill development, technical and related knowledges, and occupational intelligence are all vital parts of a comprehensive vocational training program. He says with the conviction of his extensive observations and experience that "Mastery of occupational skills and knowledges apart from the circumstances under which they are to be used is inadequate. To be most effective, occupational skills and knowledges must be accompanied by occupational intelligence."

In answer to the question, "Just what do you mean, Dr. Fisk, by the term *occupational intelligence*?" he replied, "That simply means the ability to perform assigned duties without too much supervision, to do one's work economically, to understand the relationship of one's work to that of others, and to appreciate the general flow of work in the organization."

Mr. Slaughter declared that his work with the Veterans Administration is giving him an excellent opportunity to take part in the administration of a nation-wide training program, the objectives of which are most timely and worth while. He states that "It is encouraging to find that many educational institutions are relaxing the rigid course organization and admission and graduation requirements in



ROBERT E. SLAUGHTER



MCKEE FISK

order to accommodate the vocational rehabilitation and educational needs of veterans. These institutions are recognizing the fact that their vocational-training programs, whether for veterans or nonveterans, must train for specific occupational objectives, and that such training programs should be organized and administered in such a way as to permit students to be admitted at intervals more frequent than in the past and to progress in accordance with their individual abilities, previous experience, and accomplishment."

Both Mac Fisk and Bob Slaughter, as they are familiarly known, have experienced the practical as well as the theoretical side of business education. The former, who is a veteran of World War I, got his start in business education through a series of jobs that included work as a salesman, railroad office clerk, newspaper reporter, auditor, and classroom teacher.

His experience as dean of a California junior college has given him a keen insight into the problems of business education on the junior college level.

Mr. Slaughter, who received his master's degree at the University of Southern California and has done work toward the Ph.D. degree at that institution and at Teachers College, Columbia University, has also had several years of selling and office experience. He is now on leave of absence from the position of assistant manager of the New York office of the Gregg Publishing Company.

The Mac Fisks (two sons and a daughter) and the Bob Slaughters (two daughters) have been sufficiently enterprising to find and obtain comfortable living quarters near the beautiful Anacostia and Potomac rivers, respectively. From all available indications they are enjoying wartime living conditions in the capital.



Statement of the Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at East Stroudsburg, Pennsylvania, for October 1, 1944.

State of New York }
County of New York } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York 16, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York 16, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York 16, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Gregg Publishing Company, 270 Madison Ave-

nue, New York 16, N. Y.; John Robert Gregg, President, 270 Madison Avenue, New York 16, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York 16, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago 2, Illinois.

3. That the known bondholders, mortgagees and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is _____ (This information is required from daily publications only.)

Guy S. Fry, Business Manager

Sworn to and subscribed before me this 1st day of October, 1944. (Seal) Margaret E. Zeberle. (My commission expires March 30, 1945.)

Tests in Typewriting

Part 2

MATHILDE HARDAWAY, *Editor*

SEVERAL of the tests described here contain a large number of objective type items that measure knowledge about machine parts, their manipulation, proper spacing, and the use of special symbols; some of them test punctuation, spelling, and proofreading. Just how far such tests are of value in typing instruction is a matter of opinion. The answer rests, as do all other questions of test content, upon the course objectives.

Certainly, tests on *how* to type are more valuable during the early period of instruction than in advanced work. They do not in any way substitute for measures of actual performance. I am of the opinion that even knowledge of "how to do" can be tested better by problems in which the student *demonstrates* his knowledge by applying it. It is also contended that all testing in the advanced course should be of the performance type and that a goodly portion of it should be production work under time.

Correction: It was without reference to, or comparison with, *The Gregg Writer Awards* service that the opinion was expressed in the October issue that the *Students' Typing Tests* "are the best known and most widely used tests in the typewriting classroom." Well over 100,000 certificates are issued yearly for student achievement on *The Gregg Writer* typewriting tests.

Competent Typist Tests and Order of Artistic Typists

The Gregg Writer, 270 Madison Avenue, New York 16, New York.

Description and Use. These tests are published monthly in *The Gregg Writer*. They may also be obtained separately.

The Competent Typist Program is based on the monthly 10-minute straight-copy test, which is scored by the International Typewriting Contest Rules. Awards are issued beginning at 30 net words a minute up to and including any speed developed.

The test may be administered as many times as desired before being used for the award.

In addition to the Competent Typist Speed Test, a combination of a 15-minute speed test and a practical typing problem is also issued monthly.

The Order of Artistic Typists is based on two monthly tests that emphasize artistic arrangement of typed material on the page. The Junior O.A.T. Test is to be arranged in manuscript form; while the Senior O.A.T. provides a problem in tabulation, rough draft, or other practical job. Certificates may be secured for the satisfactory completion of the tests.

For details of administering the tests and obtaining the awards, write for the Gregg Writer Awards booklet.

Norms. None.

Validity. The Competent Typist Program provides for repetitive practice with an incentive, as well as furnishing new material each month for straight-copy tests. The O.A.T. Tests encourage practice to perfection on good arrangement problems.

Manchester Semester-End High School Tests

First Year Typewriting Tests. Publisher. Bureau of Tests, Manchester College, North Manchester, Indiana.

Description and Use. The *First Semester* test contains a 5-minute straight-copy test, five parts that use different kinds of objective test items to measure knowledge about typing and proofreading, and an accuracy test that involves the following of detailed instructions.

The *Second Semester* test contains a 10-minute straight-copy test, multiple-choice and proofreading sections, and performance sections on a business letter, a tabulation, and special characters. The performance sections have time limits. Maximum score on each test is 100, with the straight-copy and performance sections given a specified number of points.

Norms. None. The tests are usually made new each semester.

Reliability. Not established.

Validity. It seems that a disproportionate amount of time and credit is given to information items in the *First Semester* test, and rate of typing apparently does not enter into the score even on the 5-minute straight-copy test. The *Second Semester* test appears to be fairly well balanced.

Available with Tests. Scoring keys.

Every Pupil Scholarship Test

First Year Typewriting—Shirley Bales; *Second Year Typewriting*—S. J. Turille. Publisher: Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas. April 6, 1944.

Description and Use. The two tests are similar in form. In each, Part I is a straight-copy test, (7 and 10 minutes, respectively). Part II contains three sections of objective test items (80 and 100, respectively), covering information about typewriting, business forms, and proofreading; time allowance, 25 minutes. The straight-copy test is given 30 points in scoring, which are divided equally between speed and accuracy. Strangely enough, a perfect score is based on 40 words a minute in *both* years.

Norms. Percentile norms are available for these tests and for previous testing programs. The stated purpose is to standardize the tests in accordance with their present plan.

Reliability. Not established.

Validity. The information items appear to be well constructed. There is no production test and no measure of performance except on straight copy.

Available with Test. Special Manual of Directions, Key, and Norms.

Rowe New-Type Typewriting Tests

First Series—Tests 1 to 5; *Second Series*—Tests 6 to 10. Walter T. White. Publisher: H. M. Rowe Company, 624 North Gilmore Street, Baltimore 17, Maryland. First Series, 1934; Second Series, 1935.

Description and Use. The tests are composed of exercises similar to those that might be found in a typewriting textbook. The five tests in the *First Series* consist of from three to five parts containing stroke combinations, words, and a paragraph. Each test emphasizes capitals, numbers, symbols, or a combination of these in at least one of the exercises. The paragraphs are straight-copy material that is stroke counted, and they increase in length and in stroke intensity from test to test. Other elements included in one or more tests are syllabication, fill-ins and other alignment exercises, and business letters. Each part is timed, but the time limits are intended to be flexible. The total time for each test varies from 15 minutes to 35 minutes. Each is intended to be given after a specified period of instruction. Scoring is objective, and the rules are included in each test.

The five tests of the *Second Series*, presumably for the second semester, contain all the elements of the *First Series* in increasingly difficult form and, in addition, tabulations, a rough-draft letter, a table of contents, and items of information that require the answers to be typed. In this series, more choice is allowed the student as to form and arrangement of the exercises. The total time for each test is 30 minutes.

Norms. None.

Reliability. Not established.

Validity. The tests provide a convenient means of scoring objectively the kind of exercises used in typing instruction. The increase in difficulty throughout the series is obvious. They appear to be good instruments for a course that parallels their content.

Available with Tests. Test description circular. No keys are needed.

Typewriting Technique Tests

Charles G. Reigner. Publisher: The H. M. Rowe Company. 1944.

Description and Use. This is a correction test measuring ability to find errors, to correct them, and to type accurately. It consists of 25 sentences to be corrected with a pencil and then typed in proper alignment on the test copy. Each sentence must be perfect to receive any credit.

Norms. None.

Reliability. Not established.

Validity. The test is suitable for determining the student's knowledge of the fine points of punctuation, capitalization, spelling, and spacing. Alignment is for pica type only.

Available with Test. Teacher's Key.

Commercial Education Survey Tests

Junior Typewriting, Senior Typewriting. Jane E. Clem. Publisher: Public School Publishing Company, 509 North East Street, Bloomington, Illinois, 1931.

Description and Use. Each of the separate tests for the two levels has five parts, the first of which contains two Standard Stroking Tests (straight copy) to be written for 5 minutes on different days. In addition, the *Junior* test consists of a business letter, a completion test (matching form) on the use of machine parts, a placement test, and a centering test. Net testing time is 90 minutes.

The *Senior* test includes a business letter without punctuation; a multiple-choice test on use of parts, special characters, and spacing; a tabulation; and a rough-draft test. Net testing time is 115 minutes.

The straight-copy tests are scored on the stroke basis. The score is strokes per minute minus (10 x incorrect strokes). The penalty for errors on the performance sections differentiates between "correctable" and "uncorrectable" errors.

Norms. None.

Reliability. None reported.

Validity. The stroke is a valid, though unusual, basis for scoring straight copy. The directions for the performance tests are so detailed as to make them teaching exercises, or tests of ability to follow instructions rather than production tests. The time limits are also too liberal. The test construction shows careful work, and time limits could be reduced to bring them into conformity with modern standards.

Available with Tests. Teacher's Manual and Key.

Blackstone Stenographic Proficiency Tests

Typewriting Test, Forms A, B, C, D, and E.
E. G. Blackstone. Publisher: World Book Company, Yonkers-on-Hudson, New York.

Description and Use. These are the oldest, the shortest, and the most highly standardized of any of the typing tests reviewed. They are still widely used for the purposes for which they were constructed. The test is simply a 3-minute copying test which uses the stroke as the unit of measurement. "Five alternative forms . . . are provided in order to test proficiency at frequent intervals without repetition of material."

Three years of experimentation went into the construction and standardization of the test. The stroke was adopted as the unit of measurement because strokes are the *most nearly equivalent* units that it was possible to find, though it is not maintained that they are equal. A stroke is defined as "any single movement in typing," and includes the striking of any key or the required movement of a machine part. "The material used in the tests was made to conform to the requirements of ordinary business letter vocabulary, with a stroke average of 5.6." After experimentation with tests varying in

length from 1 to 10 minutes, "it was found that the results for 3 minutes were as regular as those for any longer period."

The five forms of the test were made approximately equal in number of words, number of letters, number of e's, t's, a's, etc., number of letters struck with the right hand and with the left hand, number of carriage returns and shift-key strokes, and with the difficult words in approximately the same positions.

Norms. Median norms and percentile graphs based on 2,188 cases are given for pupils having had 5, 10, 15, 20, 25, and 30 months of instruction. The present value of these norms would depend on how closely progress of pupils in typing classes twenty years ago corresponds to progress today.

Reliability. The average coefficient of reliability between two forms of the test was .93 for groups of pupils having had twenty months of instruction.

Validity. The tests are excellent for measuring progress of students on short copying tests. No other published tests in typewriting have been so carefully equated and their equivalency proved experimentally.

Available with Test. Manual of Directions, Individual Progress Record (chart on test), Class Record and Percentile Graph.

Oh, but that's different!

GIL KAHN



Why it is Miss Crabglotz can skillfully explain any complicated entry for the bookkeeping class BUT cannot figure her change or ration points correctly when she is on a shopping expedition?



E. DANA GIBSON, *Editor*

IT is axiomatic in audio-visual teaching that a poor presentation can spoil an otherwise fine aid. Likewise, proper presentation can make an inferior aid more educative. Upon the teacher falls the responsibility for the presentation. Without formal training in the use of audio-visual aids, many teachers may find it difficult to obtain the most instructional value from the aids they use. The following series of criteria will prove helpful.¹

Selection of the Aid

1. Illustrate through audio-visual aids only those topics that could not be presented better through some local enterprise or resource.
2. A judicious use of several types of aids usually results in the best presentation.
3. A short audio-visual presentation followed by a good class discussion results in the most learning.
4. Present a topic through audio-visual means only if this process is as economical of time, money, and effort as the usual classroom presentation.
5. Teaching manuals should be available or prepared for use with the aid.
6. The aid should fit not only the topic for which it was selected but also the mental, emotional, and physical abilities of the students.
7. All aids should be previewed by the teacher before presentation.

Preparation by the Teacher

1. The teacher should preview the aid before using it.

¹ Clyde W. Humphrey, Research Agent for Business Education, assisted Dr. Gibson in the selection and preparation of this information.

2. If no study guide is furnished, the teacher should prepare a list of points the students should look for, the post-discussion questions, and the pre- or post-test that will be used.

3. The aid should be presented at the most logical and appropriate time in the unit of work.

4. The purposes of the lesson should be determined so that the aid that will best contribute to their accomplishment can be selected and used.

5. The aid should be correlated as much as possible with the lesson.

6. Supplementary materials needed to reinforce or supplement the aid should be gathered and ready for use before the class meets.

7. The audio-visual department in the school should be checked a few days before the aid is scheduled to be used to see if it will be on hand at the proper time.

8. Notes made and lesson plans prepared should be filed for future reference on that aid.

9. If enthusiasm for the aid is not possible because of poor quality or the lack of pertinency of the aid to the lesson, the teacher should give up any immediate attempt to use it and use the regular methods of teaching.

10. Additional subject areas should be checked to see if the aids used can be correlated with them or used by other teachers.

Preparation of the Students

1. The class unit of work should be at the point where the most good will result from the use of the aid.

2. The various factors involved that relate to the class discussion should be pointed out and discussed before the aid is presented.

3. The student should see the need for the aid.

4. The student should know that a class discussion will follow the use of the aid and that a test may be given covering the main points involved.

5. Previous lessons and assignments often can be used to prepare the student for the presentation of an aid.

6. The student should be acquainted with any biases or propaganda that may be included in the aid.

7. When the aid is an advertisement of a product, the student should know that the use of

the aid does not necessarily constitute approval of the product.

Preparation for the Classroom

1. When a darkened room is needed, the teacher should check to make sure the room to be used can be adequately darkened.
2. Ventilation should be checked, as hot or stuffy rooms detract from the results to be obtained.
3. Seats should be provided that are comfortable and placed within the line of good projection.
4. When notes are to be taken, chairs with arms or lap pads should be provided.
5. Outside noises that can be heard in the classroom should be eliminated.
6. Blackboards and bulletin boards should often be prepared before the class meets.
7. Extra equipment or materials needed should be in the classroom before the class meets.
8. If some light filters into the room, the screen should be placed so that the projection is toward the light.
9. The room should be checked to see if adequate electric outlets are available.
10. The acoustics of the room should be tested.

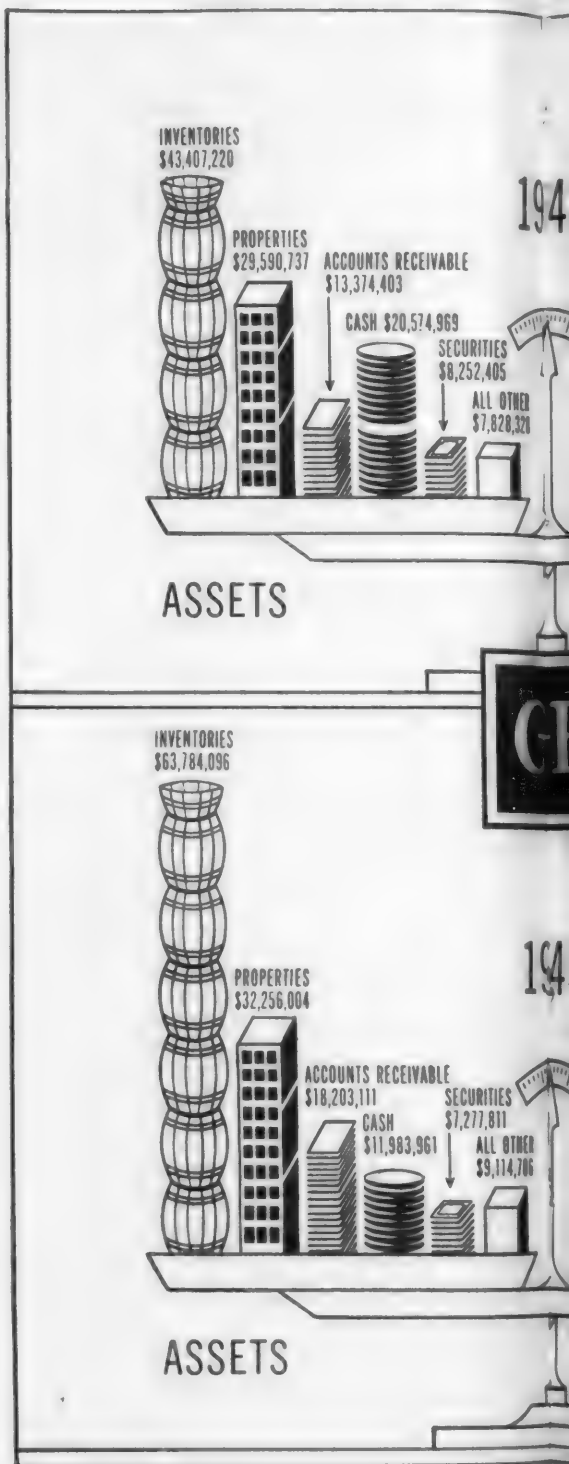
Presentation of the Aid

1. Aids and equipment should be on hand and ready for use before the class period begins.
2. Students should know when and if they are to participate in the presentation.
3. The presentation should fit the comprehension of the students.
4. The presentation should be interestingly and enthusiastically made.
5. Time should be allowed for post-discussion and testing.
6. The aid should be introduced when it will contribute most to the understanding of the lesson.

Post-discussion and Testing

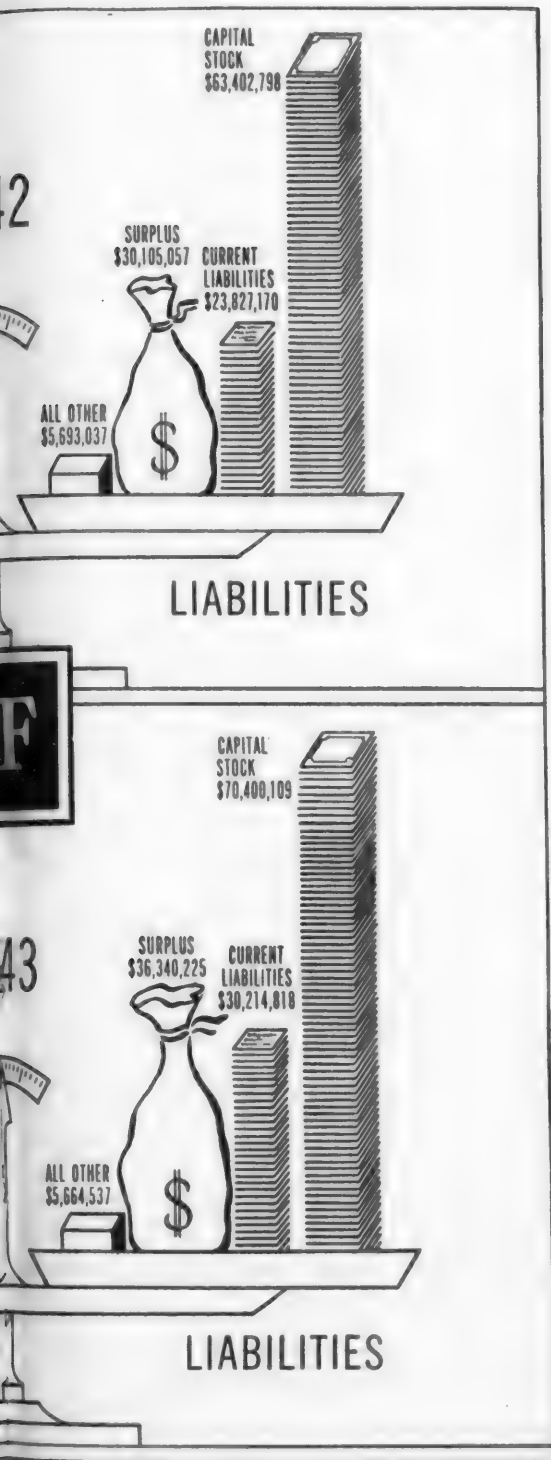
1. Post-discussion questions and topics should be prepared by the teacher if none is available.
2. Students should be encouraged to participate actively in the post-discussion.
3. The teacher should try to clarify any questions or doubts in the student's mind.
4. The contribution of the aid to the lesson should be pointed out.
5. Test questions covering the points present-

PICTORIAL BAL



This balance sheet is reprinted with the permission of the author, whom business education is indebted for presenting accounting.

ANCE SHEET



Commission of General Foods Corporation, to
showing the way in the use of visual aids in
reports.—Milton Briggs

ed should be ready to give at the end of the post-
discussion.

6. Present all or part of the aid again at in-
creasingly longer intervals, as needed, to rein-
force the lessons already learned.

7. The students should generalize from the
facts and information presented.

Bibliography

BOOKS

- Bell, R., et al., *Motion Pictures in a Modern Curriculum*. Washington, D. C.: American Council on Education, 1941.
- Brunstetter, M. R., *How to Use the Educational Sound Film*. Chicago: The University of Chicago Press, 1937.
- Clark, Ella Callista, *The Use of Visual Aids in Teaching*. Winona, Minnesota: State Teachers College, 1938.
- Dent, Ellsworth C., *The Audio-Visual Handbook*. Chicago: Society for Visual Education, Inc., 1942.
- Devereux, Frederick L., et al., *The Educational Talking Picture*. Chicago: The University of Chicago Press, 1935, Revised Edition.
- Goudy, Elizabeth, and Noel, Francis, "How to Use Audio-Visual Aids." *The Business Education World* XXIV, November, 1943-June, 1944.
- Hamilton, G. E., *The Stereograph and the Lantern Slide in Education*. Meadville, Penna.; Keystone View Company, 1939.
- Hoban, Charles F., et al., *Visualizing the Curriculum*. New York: The Cordon Company, 1937.
- Hoban, Charles F., Jr., *Focus on Learning*. Washington: The American Council on Education, 1942.
- Staff of Tower Hill School, *A School Uses Motion Pictures*. Washington, D. C.: American Council on Education.
- Trolinger, Lelia, *Evaluation of Still Pictures for Instructional Use*. Chicago: The Educational Screen, 1939.

MAGAZINES

- Education*. Visual Education number, Vol. LXIV, No. 7, March, 1944. Boston: The Palmer Company, Publishers.
- Educational Screen*. Past and current issues. Chicago: Educational Screen, Inc.
- Journal of Business Education*. Past and present issues. East Stroudsburg, Penna: The Trethaway Publishing Company, Inc.
- School*. (Secondary Edition.) Audio-Visual Education number. Vol. XXXII, No. 7. March, 1944.

FILMS

"A Letter to Grandmother." 1¾ reels, sound, black and white or color. Coronet Instructional Films, Glenview, Illinois. Sale price: \$85 in black and white; \$125 in color. No rental from the Coronet Instructional Films, but some state schools own copies they will rent.

This film shows what happens to a letter from the time it is mailed until it is delivered and the handling of a parcel-post package sent in answer to the letter. The details are good but some phases of postal service

are omitted or only touched upon. However, the film is worth using in introduction-to-business classes as an introductory film on the postal unit.

"I Want to be a Secretary." 1½ reels, sound, black and white or color. Coronet Instructional Films. Glenview, Illinois. Sale price: \$75 in black and white; \$110 in color. No rental from the Coronet Instructional Films, but some state schools own copies they will rent.

By observing what actually goes on in an office, students can see for themselves what will be expected of them on the job and can thus discover what to stress in their assignments. In the picture, a young high school student visits a large office to see for herself the duties performed and make up her mind as to whether she would like to specialize in this type of work.

This film could be used effectively as an introductory lesson in office practice.

(Next month Dr. Gibson will begin a series of articles covering the methods of using various types of audio-visual aids. Each article will be followed by a bibliography of reading sources.)

Just in case you haven't heard the news—several months ago, Chicago University, through the purchase of the *Encyclopedia Britannica*, acquired control of the Erpi and Eastman films. A new organization, Britannica Films, was formed to produce and distribute these films and other films that may be acquired later. A substantial sum of money has been given to this organization by a motion picture company for the development of educational films. A short time later, the American Council on Education was given \$25,000,000 by several Hollywood firms for a similar purpose. We are sure that much good will result from the expenditure of money in both cases.

U.S. State Department Appointments

RALPH S. ROWLAND, for many years head of the Office Practice Division of the Business Education Department of State Teachers College, Indiana, Pennsylvania, has taken a leave of absence and is now in Washington as assistant chief of the Training Section in the Division of Departmental Personnel of the State Department. This is a recently organized section and is under the direction of Dr. Boyd D. Howard.

MISS KATHERINE HUNTER WILKEY, also from State Teachers College, Indiana, Pennsylvania, and MISS M. A. FITZGERALD, who received her

teacher's training at Gregg College, Chicago, have been appointed training technicians.

The Training Section is now engaged in a project of exceptional importance—that of preparing a group of selected State Department stenographers and secretaries to report the proceedings of the peace conferences, wherever and whenever they are to be held. Miss FitzGerald, who has been assigned to instruct this group, probably is the only person in the United States who might have a reason for delaying these conferences! She feels that her group may not have sufficient time to build their speed up to the required reporting speed of 200 words a minute.

S.B.E.A. Meeting

THE SOUTHERN BUSINESS EDUCATION ASSOCIATION will hold its annual meeting during the Thanksgiving holidays, November 23, 24, and 25, at the Atlanta Biltmore Hotel, Atlanta, Georgia. M. O. Kirkpatrick, president of King's Business College, Charlotte, North Carolina, is president of the Association. The other officers are: secretary and treasurer, H. M. Norton, Louisiana State University, Baton Rouge, Louisiana; editor, A. J. Lawrence, University of Kentucky, Lexington.

Several leaders in education will take part in the program, and the officers expect a large attendance.

Fraternity News

THE Los Angeles chapter of Theta Alpha Delta installed the following officers at its June meeting.

President: Clare McCluskey, Metropolitan School of Business.

Vice-President: Lydia Packwood, Banning High School.

Secretary: Winifred Nugent, Southgate High School.

Treasurer: Amelia Rouchleau, Foshay Junior High School.

Historian: Mrs. Olive Booth, University of Southern California.

THE FOLLOWING MEMBERS were initiated into the Gamma Chapter of Delta Pi Epsilon at the University of Pittsburgh:

Alice Parker, Perry (Ohio) High School; Mario Martorelli, McDonald (Pennsylvania) High School; Gertrude Little, Gettysburg (Pennsylvania) High School; Pearl Rankin, Roosevelt High School, Kent, Ohio; Margie Showalter, Philippi (West Virginia) High School; Ruth Ball, Conneautville (Pennsylvania) High School; Margorie Keller, Sayre (Pennsylvania) High School; Sally Wagner, Business Training College, Pittsburgh, Pennsylvania; Mary Morris, Business Training College, Pittsburgh, Pennsylvania.

The Teachers Worked in War Plant X

CLARENCE G. ENTERLINE

Senior High School, Reading, Pennsylvania

NOT all businesses are willing to hire teachers for part-time employment. I had the experience of going from one plant to another, of filling in lengthy questionnaires and application blanks, of being shuffled hither and yon, and finally of being informed that the policy had been not to employ teachers, or at least not to employ on a part-time basis.

Plant X was different; it ventured to hire teachers on a part-time basis. This war plant hired twelve teachers, eleven men and one woman. Departmental representation was as follows: Business, 4; Science and Social Studies, 2 each; Mathematics, Psychology, English, and Shop, 1 each. Most of the teachers were employed in office work.

At the end of the summer, the vice-president of the plant called the teacher-workers into his office to express his satisfaction with the experiment, to commend the teachers on their work, and to announce the fact that arrangements had been made for teachers to continue on the job during the school year. By the approach of summer of 1944, this firm had prepared, by instruction on Saturdays, ten additional teachers to work on assignments.

Teachers were assigned to work jobs on the basis of careful analysis of their applications and information obtained through personal interview. In most cases, assignments were very specific; one or two operated as "free lances."

How the Teacher Profits

Reflection, observation, and inquiry reveal certain work-experience values to both teachers and business.

Part-time work affords an opportunity to study personnel, etiquette, techniques, standards, and tempo of offices. Teacher-workers get first-hand knowledge of office supervision, administration, and office layout. They learn about personnel work, hiring and firing methods of employees, labor turnover, and causes for discharge.

The teacher-worker soon discovers that the

rest of the employees about him are "flesh and blood" too; that the people outside the schoolroom are also human. Among other things, he will discover that he and others make errors sooner or later. He comes to look upon his teaching job with a new regard and sober respect, especially if he likes golf and is bound to the office until five o'clock or later.

Information, pictures, and photographs in trade journals and "plant literature" acquaint him with the new world about him and give him a keener sense of appreciation of a positive, co-operative group spirit in a going concern. He learns to respect the judgment and decisions of his employers, and he learns, moreover, to make his own decisions.

The thoughtful worker learns to place a new premium on his health. This part-time employment cuts down the time available for out-of-doors activities.

The teacher will be reimpressed with the importance of accuracy, legibility, and promptness in submitting his work and the need for the completion of the work begun. He may suddenly realize that goals sought for in the classroom are more difficult to attain than he supposed. He learns to allow for the human element in his teaching. He learns to mix with his fellow men and discovers new social values in new acquaintanceships.

The teacher-worker gets an opportunity to improve his office-machine skill; to learn to use machines on which he has had little or no experience; and to keep machines in good working condition. He relearns the fact that the bookkeeping and accounting activities are broken down into small operations of the total job. The operation may be so small that he fails to see the importance of his part to the total job.

He acquires excellent work experience that can be applied directly toward the satisfaction of certain professional requirements in the world of tomorrow. This experience can be used to satisfy requirements for a director of co-operative vocational education.

Plant X profited by the teacher part-time employment in the following ways.

Part-time employees relieved the burden on the regularly employed personnel. The added employees helped to relieve the congestion of preparing periodic statements, such as reports for the withholding taxes and social security.

The employment of teachers during the evening hours made possible the more efficient use of a limited number of office machines.

The teacher's presence had a positive influence in office atmosphere; it added dignity and encouraged efficiency. Regular employees respected the judgment of the teacher. (Moreover, they expected the teacher to know most of the "answers.")

Employers learned that teachers adjust themselves quickly to new situations. Employers capitalized on the teacher's maturity and experience. The staff learned that teachers possess initiative, training, and marketable capacities.

We Now Have Something You've Been Wanting

Durable, Transparent Covers Custom Made for the B.E.W.

You have been looking for a transparent protective cover for your copy of the BUSINESS EDUCATION WORLD. You need look no farther.

We have had a cellulose acetate (non-inflammable celluloid) cover, with leatherette binding and metal corners, made especially for you. This cover is now available at 50 cents net postpaid. (Please enclose remittance with order.)

Though made especially to suit the B.E.W., these covers will serve with equal satisfaction in sizes from 5½ by 8 to 6½ by 9½ inches.

THE BUSINESS EDUCATION WORLD
270 Madison Avenue
New York 16, N. Y.

Please send me

.... transparent magazine covers @ 50c each.

Remittance enclosed \$.....

Name

Street

City Zone

State

Radio Bibliography and Scripts

COPIES of "An Annotated Bibliography on the Use of Radio in Business Education" may be obtained free from the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, N. Y.

Several scripts for radio programs, or assembly programs that can be adapted for broadcasts, are also available at 8 cents and 12 cents each. They are described in an advertising folder entitled "A Variety of Materials for Assembly Programs," obtainable from any office of the Gregg Publishing Company.

N.A.A.C.S. Monthly Bulletin

THE NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL Schools is to be complimented upon the issuance to its members of a monthly bulletin full of interesting news items and inspirational and practical suggestions, all directed toward better teaching and administration of business education in the private schools of this country. The June issue of the bulletin reports a total of nine projects being carried on by the Association, involving the efforts of forty-six members.

New Dormitory for Bryant

PURCHASE BY BRYANT College, Providence, Rhode Island, of a 15-room house to be used as a dormitory for women students was announced last month by the president of the college, Harry Loeb Jacobs.

The property contains 12,000 feet of land, a large garage, and extensive gardens. The new dormitory will be the fifth to be occupied by women students and is the ninth building acquired by the college since 1935 in the vicinity of the main building.

"The Interview"

THE B.E.W. congratulates the California Business Educators' Association, San Diego Section, for the excellent first issue of its new bulletin, *The Interview*. Mrs. Beatrice P. McGlashan is president of the San Diego Section; Mrs. Verl F. Smurthwaite, the editor. The six-page stencil-duplicated bulletin was produced by Mrs. Evelyn Pine and her office-training classes at the San Diego Vocational High School and Junior College.

If education goes democratic, it must go substantially vocational.—Edmund E. Day, President of Cornell University

On the Lookout

ARCHIBALD ALAN BOWLE

10 The Technyscope is a compact illuminated drawing board to hold stencils while stylus work is being done. It consists of a scope, T-square, and separate movable lamp. Four removable legs with rubber feet are supplied to permit the scope table to be used either horizontally or vertically. A wooden locking device holds the T-square tightly in the desired position for ruling on stencils. A plastic diffusion shield prevents glare and the accumulation of heat in the lamp, minimizing the danger of breakage.

The Technyscope, made of steel, measures 14 $\frac{1}{4}$ inches wide by 21 $\frac{1}{4}$ inches long. It is packed in a carrying carton and comes with lamp, ball-point stylus, flexible writing plate, rainbow styli, and informative handbook.

11 Protex cuff shields, announced by the Plastex Company, are made of transparent, noninflammable material in white lace design. They fit easily and comfortably and keep garment cuffs and lower sleeves well protected from dust and smudges.

12 "Keep your current copy clean," suggested Managing Editor Clyde Blanchard, as he dropped one of the new trans-

parent, custom-made, protective B.E.W., covers on our desk. "They are made of cellulose acetate and won't hold the dirt as paper does, and they are only 50 cents each," he continued. We examined, placed our current copy of the BUSINESS EDUCATION WORLD in the cover, and beamed a smile of contentment. No more dirty hands from a dusty cover, no more damaged corners (because they are safely protected with metal), no more dilapidated edges (because they are protected with leatherette binding). You ought to have one of these covers on your copy of this magazine. If you will send in only half a dollar with the coupon on page 146, you'll get the cover in record time!

13 Neo-Leum saves desk tops and therefore adds life to your equipment, says the manufacturer. Now that it is difficult to get replacements in the matter of desks and tables, the Wagemaker Company's Neo-Leum for desk, table, and counter tops will keep equipment usable.

14 A new Leathergraph Pocket Secretary, made by the Northern States Envelope Company, is now ready for immediate delivery. It has a built-in memo pad, side-opening pocket for miscellaneous papers, and a concealed pocket under the pad for confidential papers. It is built of tough, durable leather fiber, with hand-tooled designs on the front panel and letter pocket.

15 Liberty String Binders are a good substitute for rubber bands. They are made of quality jute manila—two pieces, one for back and one for front—with a tension button and cord attached. There are three styles: A, one button; B, two buttons; T, with right- or left-hand tab for indexing. Useful for packaging small forms, such as vouchers, checks, bills, for permanent safe-keeping.

16 Carter's Superior is the name of a new paper cement, announced recently by the Carter Ink Company. The cement is said to form a strong waterproof bond and to spread evenly. It will rub off easily while wet and may be easily cleaned from the fingers. Wrinkling or cockling of the paper is eliminated. The cement is sold in two sizes: pint, with screw cap; and a four-ounce desk jar, with screw cap and brush attached.

A. A. Bowle November, 1944

The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

10, 11, 12, 13, 14, 15, 16

Name

Address

NOVEMBER, 1944

The Lamp of Experience

HARRIET P. BANKER, EDITOR

THE plan briefly described here has proved highly successful in my course in professional English, which includes extemporaneous and prepared speeches and vocabulary building.

I ask each of my students to purchase a copy of a current issue of a news magazine, such as *Time*, from which I make two weekly assignments. Then I tell the student to underscore the words that are new to him and to consult a dictionary for the meaning and the correct pronunciation.

The words underscored by the students are discussed in class and read from the context in order to verify the suitable meaning.

The students keep their own vocabulary lists and add to them at each session. As we advance from one section of the magazine to another, the vocabulary range widens.

One issue usually supplies the class with enough reading matter for a ten-week course. The current articles are read first, and the special articles, such as those on art, medicine, the cinema, are assigned later.—*Agnes P. Berlow, Paine Hall School, New York, New York.*

Bonus Typing Contests

The bonus typing contests that I have used in my classes for two successive years have proved to be eminently satisfactory as a device for providing additional work for the students who finish their work before the class period is over because they type at a faster rate than some of the other students. The contests have also been an incentive to all the students to do supplementary work.

The first year the contest was on straight-copy material. To qualify for the bonus contest, a student must have completed the daily assignment. The bonus typing could be done either during the class period or outside. I used a chart, mounted on the wall, to record the progress of the students in earning bonus-typing credits.

Bonus points were given on errorless paragraphs and on speed sentences typed 5 min-

utes without error. First-, second-, and third-place medals were given in both Typing I and Typing II, according to the number of bonus points earned over a period of time, as, for example, eight weeks.

During the past school year, we had two bonus contests—one on straight-copy material and the other patterned, as nearly as possible, on actual office procedure.

Erasures were not permitted on the straight-copy material—such as paragraphs and sentences—as these exercises were used for the development of accuracy as well as speed. In the contest patterned on office procedure, neat erasures were accepted.—*Eunice C. Tiffin, Mannford (Oklahoma) High School.*

Sherman McVeigh Honored

SHERMAN McVEIGH, president of Bliss Business College, North Adams, Massachusetts, celebrated his eightieth birthday at a reception held on the evening of September 12, at the home of his daughter, Mrs. Merle McVeigh Chamberlain. Assisting Mr. McVeigh in the receiving line were Mrs. Chamberlain and his granddaughter, Anne McVeigh Chamberlain.

Present at the reception were the pastor and the deacons of the First Baptist Church, of which Mr. McVeigh has been a deacon for many years; also many friends and business associates and many former students of Bliss College and of the Berkshire Business College, of Pittsfield. Mr. McVeigh acquired the Pittsfield college, one of the oldest institutions of the kind in the country, more than thirty years ago.

Mr. McVeigh is a native of Iowa and is descended from early American settlers—true pioneers, as members of the family settled in Ohio in the days of the covered wagon.

As a young man, Mr. McVeigh was associated in Maine with C. A. Bliss, who founded Bliss College fifty years ago. Mr. McVeigh assumed his management of the college in 1899. One of the many pleasant events of his birthday celebration, Mr. McVeigh said, was a letter from Mr. Bliss, who is now retired and living in Columbus, Ohio.

Orchids from a Subscriber—

TEACHING COMMERCIAL subjects without the B.E.W. is like eating breakfast cereal without sugar and cream.—*Mrs. C. B. Howerton, Purcell (Oklahoma) High School*

School News and Personal Items

HAROLD F. KOEPKE, assistant professor of business education at the Illinois State Normal University; OSCAR C. SCHNICKER, assistant professor of commerce and economics at the University of Detroit; and LUCAS F. STERNE, assistant professor at Eastern Oregon College of Education, were awarded the degree of doctor of philosophy by the State University of Iowa in August. Their major field of study was commerce.

Dr. Koepke is a member of Pi Omega Pi and the American Association of University Professors. In 1934-1936 he taught in the Commerce Department of Illinois State Normal University.

Dr. Schnicker has been instructor in commerce at the Southern Illinois State Teachers College, has been affiliated with the training schools of the Northern Illinois State Teachers College, and is a member of Pi Omega Pi and other professional fraternities.

Dr. Sterne has taught in Muscatine (Iowa) Junior College and in Powersville (Missouri) High School. He has had published a study of commercial education in Iowa.

MISS ELEANOR SKIMIN, prominent business educator, who has been on wartime leave of absence from the Detroit public schools, has returned to her duties in Detroit. Until recently she was head of instruction of the U. S. Naval Training School for WAVES at Milledgeville, Georgia. An article based on her experiences in organizing teaching materials and supervising instruction at Milledgeville will appear in an early number of the B.E.W.

CHARLES F. PETITJEAN, head of the Commercial Department of the Canton High School, Collinsville, Connecticut, for the past three years, has temporarily left the teaching profession. He will be connected with the Sales Department of the Bristol Company, Waterbury, Connecticut, as a systematizer of order detail. Mr. Petitjean holds the M.A. degree from New York University.

W. W. HOWELL, formerly associate professor and head of the Department of Business Administration at Elon College, Elon College, North Carolina, has been elected principal of King's Business College, Raleigh, North Carolina. Mr. Howell taught business subjects at King's Business College from 1924 until 1927, and from 1928 until 1933 he was office manager of that school. He became an instructor at Elon College in 1933.

LIEUT. GEORGE M. JOYCE, recently released from the Navy, has returned to his former civilian job as head of the Secretarial Department of Woman's College of the University of North Carolina. He will also serve as auditor.

He had been administrative officer of a Naval blimp squadron and, at the time of his release, was acting as gunnery officer at a U. S. Navy Pre-Flight School.

EDWARD I. CRAWFORD has joined the faculty of Rollins College, Winter Park, Florida, as associate professor of business administration. Rollins College is beginning to train secretaries, and commercial teacher training is also contemplated.

Mr. Crawford formerly headed the Department of Business Administration at Kansas Wesleyan University. He served for nineteen months in the Army during the first world war. He is a member of Delta Pi Epsilon.

PAUL F. MUSE, (M.A. Ohio State University) is studying toward his doctorate at Ohio State, Columbus, this year and teaching shorthand and typing in the new secretarial department. Mr. Muse has been assistant professor of business education at Bowling Green State University and before that head of the Business Education Department at Mt. Vernon (Ohio) High School. A member of Phi Delta Kappa and Pi Omega Pi, Mr. Muse is past president and past secretary-treasurer of Ohio Business Teachers Association. Many articles of his have been published in educational magazines, and last year he was co-author with Howard E. Wheland, head of the Commercial Department of John Hay High School, Cleveland, of a pamphlet authorized by the State Department of Education dealing with wartime activities for business education in Ohio.

MISS LELA MAE WITHERS has been appointed co-ordinator of the co-operative office training program at the Flint Technical High School, Flint, Michigan. Miss Withers was formerly a commercial teacher in the Flint schools.

DR. S. J. TURILLE, recently appointed head of the Department of Business Education, Madison College, Harrisonburg, Virginia, has also been appointed editor of the bulletin published by the National Association of Business Teacher-Training Institutions. Dr. Turille succeeds DR. BEN-

JAMIN HAYNES, of the University of Tennessee, who has been serving with exceptional success in this capacity for the past two years.

MARY FERRO, who has been teaching in Balboa, Canal Zone, during the past year, is now a member of the faculty of Montana State University, Missoula. Before going to the Canal Zone, Miss Ferro was a member of the business teacher-training faculty of the State Teachers College in St. Cloud, Minnesota.

S. MAXWELL SMITH, president of the Tulsa (Oklahoma) Business College and a prominent midwestern business educator, is also the city auditor of Tulsa. This is another illustration of the close co-operation between business and business education, and we are delighted to see that a business educator is participating in city government administration.

DUNCAN HYDE has been appointed director of business education for the Baltimore, Maryland, public schools to fill the vacancy caused by the death last February of Clyde Edgeworth, prominent eastern business educator.

Mr. Hyde's entire educational life has been spent in the Baltimore schools. He is a graduate of Baltimore City College and of the School of Business Administration of Johns Hopkins University, from which he received his bachelor's degree in economics. He has also completed several graduate courses in business education. Mr. Hyde has been teaching in the Baltimore public schools since 1926. Prior to his appointment as city director, he was head of the Commercial Department of Baltimore City College.

His business experience has been varied, including private and public accounting, statistical work, and banking. He holds memberships in several teaching organizations.

HAROLD PERRY, who has been on leave of absence for the past two years from State Teachers College, New Britain, Connecticut, serving with the Federal Bureau of Investigation, has returned to his position of director of business teacher training.

ARTHUR AYLWARD, former teacher of business subjects at the Juneau High School, Milwaukee, Wisconsin, has recently been appointed vice-principal of the Steuben Junior High School of Milwaukee.

E. C. MCGILL, who has been a director of the U. S. Naval Training School (Radio) at A. & M. College, College Station, Texas, resigned last month to accept a position as assistant pro-

fessor of management and finance at Armstrong College, Berkeley, California.

Many of our readers are acquainted with Professor McGill through his contributions to the B.E.W. on the teaching of typing. His article, "The Development of Control Through Use of Left-hand and Right-hand Words," will appear next month in the B.E.W.

He has written and published a text, *Communications Typing*, based on his experience in the teaching of this subject in the Naval Training School.

Professor McGill is a member of Delta Pi Epsilon and Pi Omega Pi. Before his war appointment, he was head of the Department of Business Education of the Senior High School, Stillwater, Oklahoma.

MRS. MARY CRUMP, manager of Crump Commerce College, Lexington, Kentucky, announces that the school has moved into new quarters at 209 East High Street. Since April, the College has had a training contract with the War Department to train clerk-typists and clerk-stenographers for Wright Field, Dayton, Ohio. Three classes have completed their work and received positions at Wright Field. A fourth class is now in training.

LOAN W. MALLORY (M.A. Wayne University) is now head of the Commercial Department of Pershing High School, Detroit. He has been teaching commercial subjects in other Detroit high schools for the past several years. For three years he was regional representative of the Michigan Business Education Association, and in 1940-1941 he was president of Detroit Commercial Teachers' Club.

MRS. INEZ CUNNINGHAM LYLE, well-known business teacher now engaged in visual-aids production in the U. S. Office of Education, Washington, D. C., was married to Lieut. Gale Charles Griswold, U.S.N.R., August 28. Lieut. and Mrs. Griswold will remain in Washington where both are engaged in important war assignments.

MISS IDA JEANNE DAGGER has been appointed principal of the Washington School for Secretaries, Newark, New Jersey. Miss Dagger is a graduate of the Washington School for Secretaries in Washington and of Denison University in Granville, Ohio, and is a member of Phi Beta Kappa. For three years, she was a member of the administrative staff of the Washington School for Secretaries, and for the past year she has held the position of Director of Admissions at Denison University.

M. L. LANDRUM, who has been on leave from State Teachers College, Farmville, Virginia, teaching in the U. S. Naval Training School at the Indiana University, has returned to Farmville as head of the Department of Business Education. He reports an enrollment of approximately 250 students in his department, a little more than one quarter of the entire enrollment of the college.

During his absence, the department was administered in a most efficient manner by H. G. HALLISY. Members of the department faculty include MRS. ALICE C. WYNN and MISS OTTIE CRADDOCK, who started courses in shorthand and typewriting at this college some six years ago; also three new teachers:

MISS ZITA C. BELLAMY, of Ohio, who received two degrees at John B. Stetson University, Leland, Florida, has almost completed her work for her doctorate at the University of Pittsburgh. She has been appointed associate professor of business education.

MISS OLIVE PARMENTER, also from Ohio, is a graduate of Bowling Green State University with a master's degree from Columbia University. She has been teaching for the past three years at St. Lawrence University, Canton, New York. She has been appointed assistant professor of business education.

CHRISTY SNEAD, of West Virginia, has also been appointed an assistant professor of business education. Mr. Snead holds his master's degree from the University of Kentucky. Before coming to Farmville he served as head of the Commerce Department of Blackstone College and has been a member of the faculty of Winthrop College, Rock Hill, South Carolina.

MISS VIRGINIA A. LOGAN of Lockyear's Business College, Evansville, Indiana, has been appointed national executive secretary of Theta Alpha Chi.

According to *The Bulletin* of Theta Alpha Chi and Delta Nu Omega, increased enrollment in private business schools is expected from now on.

A meeting of the sponsors of all the chapters of Theta Alpha Chi has been planned in conjunction with the N.B.T.A. Convention next December.

MISS DAISY E. COBB, who has been a graduate assistant in the Business Education Department of the Woman's College of the University of North Carolina, Greensboro, has been appointed an instructor of typewriting in Georgia State College for Women, Milledgeville.

Miss Cobb received her bachelor's degree at

Alabama College and is completing work for her master's degree at Woman's College. Her home is in Livingston, Alabama.



A. S. PROCTOR



W. B. LOGAN

W. B. LOGAN, who has been co-ordinator of distributive education at Lee H. Edwards High School, Asheville, North Carolina, is now acting state supervisor of distributive education for the state of North Carolina. A member of Delta Pi Epsilon, Mr. Logan received his master's degree from the University of North Carolina last spring. In his new position, Mr. Logan is succeeding A. S. PROCTOR, who is now associated with Sears, Roebuck Company and has been assigned to their Charlotte, North Carolina, store.

GEORGE E. MCCLELLAN, president of the Littleford-Nelson School of Commerce, was killed in an automobile accident in Cincinnati on September 28.

From April, 1942, until his resignation in October, 1943, Mr. McClellan was Cincinnati district head of the Office of Price Administration. He formerly was president of the National Commercial Teachers Federation and of the Cincinnati Chapter of the Rotary Club.

One of his last acts was to write the copy for the September Bulletin of the National Association of Accredited Commercial Schools, of which he was secretary. On the first page occurs this paragraph:

My own daily hope is that I may prove myself worthy. The youth of our land will pass by our doorway and what they find as they tarry there, in friendliness and sympathy, in helpfulness and cheerfulness, will measure us as surely as any of our acts and deeds.

Those who knew George McClellan will recognize that all who tarried with him found friendship, sympathy, and helpfulness and enjoyed his contagious cheerfulness. The memory of his companionship will last long after his passing.

The November Transcription Tests

CLAUDIA GARVEY

Transcription Test For the Junior Certificate

Instructions: Spell out unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.

Letter No. 1: Mr. H. E. Blaine, 418 Park Avenue, St. Louis 6, Missouri. Letter No. 2: Mr. Herman C. Bass, 1642 South Street, Peoria 3, Illinois.

(Dictate at 80 words a minute)

Letter No. 1. Dear Sir: We appreciate your business and are eager that our friendly relations shall continue. However, / as we have called to your attention several times, payments on your account have been greatly delayed; and, unless / full settlement is made within the next few days, we shall have to request our attorneys to take care of our / interest in the matter.

We regret the necessity of sending you this letter and sincerely hope you will (1) make legal action unnecessary by forwarding us a check in payment of the balance due by return / mail. Yours very truly,

Letter No. 2. Dear Mr. Bass: You have not replied to our letters regarding your overdue account. / This is very discouraging to us. If you cannot pay the amount now, you should inform us when you expect / to pay.

You understand the necessity for prompt collections in your business. We assure you that prompt collections (2) are essential all along the line. When money fails to come in on the day due, we must borrow and pay / interest on large sums. To meet this extra expense, we are forced to increase our selling price, a course that is / disadvantageous to both of us.

May we, therefore, have either a remittance or an explanation at once. Yours truly, (240 standard words including addresses)

Transcription Test For the Senior Certificate

Instructions: Spell out unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letter No. 1: Tucker Company, Parker Street, Akron 4, Ohio. Letter No. 2: Upjohn & Son, 4 Bankers Building, Dallas 3, Texas. Letter No. 3: Mr. Frank Fisher, Fisher Building, Pekin, Illinois.

(Dictate at 100 words a minute)

Letter No. 1. Gentlemen: While we hesitate to believe that you intend to make it necessary for us to use other than friendly means to collect / the balance of \$70 that is now sixty days past due, we can hardly come to any other conclusion, since you are making / no effort to reduce this balance.

Our factory has given us ten days in which to report collection of your account in full. After / that time the matter will be taken out of our hands and no doubt turned over to the Legal Department.

We do not want this to happen and (1) we know that you do not. We shall, therefore, expect your check for \$70 before November 10. Yours very truly,

Letter No. 2. Gentlemen: There / still remains a balance of \$80 on your account, which is long past due.

You will admit that we have shown you every possible / consideration in this matter. We have written you three letters about your account, hoping that each letter would be the last one needed / to bring a response.

We want to retain your business and friendship, but we feel that you should make an effort to co-operate with us. A letter (2) of explanation or a check for the amount due is all that is needed. Yours very truly.

Letter No. 3. Dear Mr. Fisher: We find that

your / September account, amounting to \$34.17, has not been paid, and you have not replied to our regular monthly / statements. We notice also that the large and frequent orders we used to handle for you no longer reach us.

We pride ourselves on prompt handling / of orders and the superior quality and workmanship of our products. If something has gone wrong, we recall no mention of it in (3) any of your letters. We have studied our records on shipments to you but can find no clue to the mystery.

In what respect have we failed? / We can stand criticism, and we want your friendship whether we have your business or not. When you send your check, please take the time to tell us if / our products or our service were in any way unsatisfactory or inadequate. Yours very truly, (*400 standard words including addresses*)

ABOUT REMITTANCES

Users of the B.E.W. awards service, who make small remittances frequently, will find it convenient to purchase B.E.W. awards stamps. Each of these stamps has a cash value of 10 cents. They may be used in paying awards fees or for any items distributed by the B.E.W.

When you use the B.E.W. awards service, we urgently request that you send examination fees *with* your bookkeeping solutions or transcription tests. Considerable delay in examination results when the papers have to be held pending the receipt of fees.

In sending remittances to cover bills, please return the bill if possible; otherwise, include a letter explaining exactly what the remittance covers.

Key to the A, B, C's of World Rivers

(See page 121)

A.—Amazon	N.—Nile
B.—Brahmaputra	O.—Osage
C.—Congo	P.—Potomac
D.—Delaware	Q.—Quinnipiac
E.—Euphrates	R.—Red River of the North
F.—Fraser	S.—Seine
G.—Ganges	T.—Thames
H.—Hudson	U.—Uruguay
I.—Indus	V.—Volga
J.—Jordan	W.—Wabash
K.—Kansas	X.—Xingu
L.—Loire	Y.—Yangtze Kiang
M.—Mississippi	Z.—Zambesi

A Note to the Teacher Using These Tests

The standard for the B.E.W. Transcription Tests is the same as those of any reasonable businessman. Neat erasures are permitted, but not strikeovers. No penalty will be imposed for minor variations in the transcript, such as substitutions ("date due" for "day due") or omissions that do not alter the meaning. Any dictionary spelling will be accepted. Punctuation is acceptable that can be defended by reference to a modern text on English. This allows for much flexibility in usage.

We Sat Up and Took Notice—

—The day we got an order for 200 B.E.W. Awards Stickers.

In cold cash, that's \$20. It certainly seems that St. Alphonsus Commercial High School, Chicago, is getting off to a good start with the B.E.W. Monthly Awards Service. Sister M. Cassilda, commercial teacher at St. Alphonsus, participates in both the bookkeeping- and the transcription-test services.

B.E.W. Awards Stickers are special 10-cent stamps for the teacher's convenience in handling entry fees for our awards programs. Purchasing them in quantity eliminates the need for sending cash remittances with each set of papers.

—The day Miss Marie S. Benson's order for her twenty-six teachers-in-training was received.

Miss Benson trains shorthand teachers at State Teachers College, Whitewater, Wisconsin. In placing the order, Miss Benson wrote:

It is my opinion that all students should have at hand such wonderful helps in their particular field as is true when they have these two magazines (the B.E.W. and the *Gregg Writer*). As teachers in the field, they will be too busy to wander around or manufacture new material. Why not make use of such handy materials as are found in both the above-mentioned magazines?

Correspondence for N.E.A. Department of Business Education

IN ORDER TO facilitate services to the members of the Department of Business Education of the National Education Association, all correspondence for the duration will be sent out from the office of the secretary, Dr. Anson B. Barber, Harrisonburg, Virginia. Transportation difficulties and shortage of secretarial help in the Washington office made this change necessary.

November Bookkeeping Contest

MILTON BRIGGS

HERE is the third problem in a new series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods, and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. THE BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solutions of this contest problem. All information necessary for participation in the contest is given here.

The Bookkeeping Contest Rules

1. Have your students work the bookkeeping problem which follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, N. Y.

3. With your papers, send a typed list *in duplicate* of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. Certificates must be earned in order.

4. Remit 10 cents for each paper. This fee covers in part the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. They will be considered for the award

of prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes *in each division* as follows: \$3, first prize for the best solution submitted; \$2, second prize; and prizes of 50 cents in War Savings Stamps for other outstanding papers.

7. Each paper submitted must have this data in the upper right-hand corner: student's name in full, name of school, address of school, teacher's name in full.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is December 11, 1944. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize-winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize-winners.

NEXT MONTH

Don't miss the bookkeeping contest in the December B.E.W. It's a special Christmas problem. You and your students are invited to help Carol Crocket with the bookkeeping work in her cheerful Christmas shop by preparing a trial balance, a simple profit and loss statement, and a balance sheet. Join the fun in Carol's Christmas Shop next month . . . have your students earn a new Certificate of Achievement from THE BUSINESS EDUCATION WORLD . . . and win one of those cash prizes or War Savings Stamps that the B.E.W. awards every month for the best student solutions of its bookkeeping contest problem.

HERE IS THE NOVEMBER PROBLEM

The Family Market

Read the following introductory paragraph to your bookkeeping students:

Martin Moore is the proprietor of The Family Market, a food store specializing in the sale of fresh fruits and vegetables. In this contest problem you are to assume that you are employed as a part-time sales clerk and bookkeeper for The Family Market after school hours and on Saturdays.

Following is a list of transactions selected from those that occurred last month. You are to journalize these transactions. Account titles, suggested for use in recording the transactions, are given at the end of the problem.

Dictate the following transactions to your students, or have the transactions duplicated or written on the blackboard:

October, 1944

2 Mr. Moore made an additional investment of \$1,000 in The Family Market.

4 Bought merchandise on account from Karalekas and Sons, 414 Pleasant Street, \$76.44, terms 2/15, 1/30. Order No. 10.

7 Sold vegetables, on account 30 days, to Merrivale Hotel, 990 Hawthorne Street, \$35.60. Sale No. 438.

9 Merrivale Hotel returned as unsatisfactory one crate of carrots purchased October 7. Mr. Moore agreed to credit their account, \$3.50.

10 Purchased fruits from the Sunvale Produce Company, Peaceful Valley, on account 30 days, \$117.94. Order No. 14.

12 Bought paper bags from the Canedy Paper Supply House, on account, \$9.43. (Store supplies.)

13 Returned \$12.95 of the merchandise purchased from the Sunvale Produce Company on October 10, who agreed to credit our account. When unpacked, the goods were found to be partly spoiled.

14 The cash-register tape showed cash sales that totaled \$543.91.

16 Sent the Sunvale Produce Company a check for \$50 in part payment of amount due.

19 Paid the *Evening Times* \$17 for advertising. (No previous record has been made.)

21 Paid clerks' wages, \$37, less \$4.95 for employees' income taxes withheld and 37 cents for employees' share of Social Security Tax. (Debit Selling Expense for \$37, credit Cash for \$31.68, credit Withholding Taxes Payable \$4.95, and credit Old Age Insurance Taxes Payable 37 cents.) Also recorded the employer's share of the Social Security Tax by debiting Social Security Taxes and crediting Old Age Insurance Taxes Payable for 37 cents.

23 Sold merchandise to the Tarrytime Restaurant, 44 Hillside Avenue, \$17.67, on account 15 days. Sale No. 899.

26 Received \$20 on account from the Merrivale Hotel.

27 A cash customer returned vegetables purchased yesterday. Mr. Moore refunded the selling price, \$1.05.

28 Tarrytime Restaurant paid \$10 on account.

30 Paid bill for electricity service, \$14.05. (Debit Heat and Light.)

31 Sent Karalekas and Sons a check for \$75.68 in full payment for their invoice of October 4, less 1 percent discount. (Debit Accounts Payable \$76.44, credit Cash \$75.68, and credit Discount on Purchases 76 cents.)

The following account titles are suggested for use in preparing the solution for this contest problem: Cash, Martin Moore (Capital), Accounts Payable, Purchases, Accounts Receivable, Sales, Store Supplies, Selling Expense, Heat and Light, Withholding Taxes Payable, Old Age Insurance Taxes Payable, Social Security Taxes, Discount on Purchases. Teachers and students who are accustomed to the use of other similar titles may feel free to use them.

Directions to Students

ASSIGNMENT A—For a Junior Certificate

Make entries in simple General Journal form. Use both sides of regular bookkeeping paper or of plain white paper properly ruled. Use pen and ink and your best penmanship.

ASSIGNMENT B—For a Senior Certificate

Work Assignment A. Then post all entries to a General Ledger. Be sure to fill in posting references. Use both sides of your ledger pa-

per and all available space. Send only your ledger to New York; you need not send your journal.

ASSIGNMENT C—For a Superior Certificate

Work both Assignments A and B. Then make a Trial Balance on journal paper or on plain white paper properly ruled. Send only your Trial Balance to New York; you need not send your journal or ledger.

Teaching Employer-Employee Relations

A PARTICULARLY important need in the field of business education at the present time is the development of better employer-employee relations and understanding. To meet the need, business teachers should be prepared to give instruction to their pupils on this vital subject. Such was the conclusion reached recently by a group of Los Angeles County business teachers who met to discuss war and post-war educational problems.

Since no organized materials are available on the subject, the group plans to develop its own course of study, based upon the recommendations made by a committee composed of professional educators, employers, employees, and labor-union representatives. In some quarters this topic may be considered too hot to handle, but the group feels that certain fundamental principles can be developed that will help to eliminate much of the misunderstanding and lack of co-operation that now exists in many organizations throughout the country.

According to Dr. Samuel J. Wanous, of the University of California at Los Angeles, who has been asked to direct the study, much of the misunderstanding and lack of co-operation between the two groups is due to shortcomings of employers and managers who have improper ideas of discipline of employees, are unreasonable in their expectations of them, and do not give rewards where they are due. At the present time the wages of office workers are not on a par with those of manual labor when education and training are taken into consideration, and wages therefore become the cause of much dissatisfaction.

On the other hand, employees also have little understanding of the problems of employers. For example, employees generally have little conception of the great amount of money invested in office space, machinery, and equipment, which, if not used efficiently, results in financial loss. Employees generally do not realize that, in the

long run, this loss is just as inimical to the interests of employees as to those of employers.

Schools have the opportunity as well as the obligation of setting up courses that will help in developing better understanding and appreciation of the part that each group fulfills in our economic system. Unless this is done, capitalism and free enterprise cannot continue to exist very long as a way of American economic life.

Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools, will direct the selection of a county-wide teacher committee which is to make the preliminary study and select representatives of employer, employee, and labor groups, who will suggest the materials to be included in the course of study to be made available to teachers.

The progress made by this group should prove of interest to business teachers throughout the nation, for it is a pioneering endeavor which promises to bring business educators closer to the business world and to provide new opportunities in business education for greater leadership and service.—*Frederick G. Fox, George Washington High School, Los Angeles*

Army Outlines Preinduction Needs

IN AN EFFORT to answer the questions of teachers and school administrators as to how they can best help prepare boys for military service before they are actually inducted, the War Department has issued a new bulletin, *Essential Facts About Preinduction Training*.

The bulletin lists eight basic necessities for the 90,000 boys who become 18 each month and face induction into the armed forces. These necessities are: physical fitness; basic mathematical and language skills; knowledge of, and ability to apply, scientific principles; occupational skills of various kinds; an appreciation of the cause for which they will fight; acquaintance with Army life and training procedures; an understanding of the principles of health, sanitation and first aid; and knowledge and skill in rifle marksmanship, map reading, and military drill.

For prospective members of the Women's Army Corps, the bulletin suggests preinduction training for the following occupational categories: technical and professional personnel, especially medical and dental work; photography; administrative and office work, especially typing and stenography; motor vehicle driving; cooking and baking; and radio operation.

Copies of the bulletin may be obtained from the Preinduction Training Officer in the various service command headquarters.

Diagnostic Tests in Business Mathematics

R. ROBERT ROSENBERG

DIAGNOSTIC tests have for their purpose the determination of student proficiency in the topics covered by the tests. By diagnosing the errors made in each test, teachers may determine student weaknesses. This information gives the teacher valuable information on

which to base corrective and remedial drill and instruction.

The following set of two diagnostic tests is the first of a series of three sets to be presented this year in the B.E.W. Answers are shown in parentheses.

DIAGNOSTIC TEST IN COMMON FRACTIONS

Perform the operations indicated in each of the following problems.

A. Reduce to whole or mixed numbers:

1. $47/3$ (15 $2/3$)
2. $245/12$ (20 $5/12$)
3. $91/7$ (13)
4. $312/15$ (20 $4/5$)
5. $127/8$ (15 $7/8$)
6. $285/19$ (15)

B. Reduce to improper fractions:

1. $17 \frac{1}{2}$ ($35/2$)
2. $78 \frac{7}{8}$ ($631/8$)
3. $31 \frac{3}{4}$ ($127/4$)
4. $107 \frac{3}{5}$ ($538/5$)
5. $29 \frac{5}{6}$ ($179/6$)
6. $324 \frac{2}{7}$ ($2270/7$)

C. Change to simple fractions:

1. $1/2$ of $1/3$ ($1/6$)
2. $5/8$ of $4/15$ ($1/6$)
3. $\frac{1/2}{1/4}$ (2)
4. $\frac{5/6}{2 \frac{2}{3}}$ ($5/16$)
5. $3/4$ of $3/5$ ($9/20$)
6. $6/7$ of $14/15$ ($4/5$)
7. $\frac{3/4}{1/6}$ ($4 \frac{1}{2}$)
8. $\frac{3/4}{7/8}$ (10)
9. $2/3$ of $7/8$ ($7/12$)
10. $5/6$ of $3/4$ of $4/5$ ($1/2$)
11. $\frac{1/5}{8/35}$ ($8/35$)
12. $\frac{6 \frac{4}{5}}{8 \frac{1}{3}}$ ($102/125$)

D. Change to higher terms:

1. $1/2$ to 16ths ($8/16$)
2. $7/8$ to 120ths ($105/120$)
3. $3/4$ to 28ths ($21/28$)
4. $5/6$ to 48ths ($40/48$)
5. $2/3$ to 84ths ($56/84$)
6. $2/9$ to 81sts ($18/81$)

E. Add:

1. $5/12 + 6/12$ ($11/12$)
2. $4/9 + 2/9$ ($2/3$)
3. $5/8 + 3/8$ (1)
4. $4/5 + 3/5$ ($1 \frac{2}{5}$)
5. $3/7 + 5/7 + 4/7$ ($1 \frac{5}{7}$)
6. $5/8 + 1/8 + 7/8 + 3/8$ (2)
7. $2/9 + 4/9 + 8/9 + 7/9$ ($2 \frac{1}{3}$)

8. $1/3 + 1/6$ ($1/2$)
9. $3/4 + 5/8$ ($1 \frac{3}{8}$)
10. $1/4 + 1/6$ ($5/12$)
11. $2/3 + 4/5$ ($1 \frac{7}{15}$)
12. $5/6 + 7/8$ ($1 \frac{17}{24}$)
13. $7/15 + 2/3 + 4/5$ ($1 \frac{14}{15}$)
14. $5/8 + 3/4 + 1/2 + 11/16$ ($2 \frac{9}{16}$)
15. $3/4 + 1/3 + 5/6 + 1/2$ ($2 \frac{5}{12}$)
16. $5 \frac{1}{5} + 8 \frac{3}{5}$ ($13 \frac{4}{5}$)
17. $4 \frac{7}{9} + 5 \frac{4}{9}$ ($10 \frac{2}{9}$)
18. $9 \frac{5}{8} + 7 \frac{7}{8}$ ($17 \frac{1}{2}$)
19. $17 \frac{2}{3} + 46 \frac{8}{9}$ ($64 \frac{5}{9}$)
20. $24 \frac{3}{4} + 39 \frac{5}{6}$ ($64 \frac{7}{12}$)
21. $65 \frac{5}{12} + 53 \frac{3}{4}$ ($119 \frac{1}{6}$)
22. $26 \frac{5}{6} + 31 \frac{3}{8}$ ($58 \frac{5}{24}$)
23. $7 \frac{3}{4} + 5 \frac{7}{8} + 9 \frac{2}{3}$ ($23 \frac{7}{24}$)
24. $16 \frac{5}{6} + 3 \frac{2}{3} + 12 \frac{1}{2}$ (33)
25. $28 \frac{3}{8} + 34 \frac{1}{6} + 19 \frac{3}{4}$ ($82 \frac{7}{24}$)

F. Subtract:

1. $11/12 - 6/12$ ($5/12$)
2. $5/8 - 3/8$ ($1/4$)
3. $1/4 - 1/8$ ($1/8$)
4. $4/5 - 2/3$ ($2/15$)
5. $5/6 - 5/9$ ($5/18$)
6. $5/6 - 7/12$ ($1/4$)
7. $7/10 - 8/15$ ($1/6$)
8. $9 \frac{8}{9} - 8 \frac{4}{9}$ ($1 \frac{4}{9}$)
9. $7 \frac{7}{8} - 3 \frac{3}{8}$ ($4 \frac{1}{2}$)
10. $5 \frac{5}{6} - 2 \frac{2}{3}$ ($3 \frac{1}{6}$)
11. $8 \frac{1}{3} - 7 \frac{1}{4}$ ($1 \frac{1}{12}$)
12. $16 \frac{1}{2} - 14 \frac{1}{4}$ ($2 \frac{1}{4}$)
13. $47 \frac{7}{8} - 29 \frac{3}{4}$ ($18 \frac{1}{8}$)
14. $36 \frac{5}{9} - 7 \frac{1}{6}$ ($29 \frac{7}{18}$)
15. $54 \frac{3}{4} - 43$ ($11 \frac{3}{4}$)
16. $32 \frac{1}{9} - 29$ ($3 \frac{1}{9}$)
17. $35 - 3/5$ ($34 \frac{2}{5}$)
18. $20 - 1/8$ ($19 \frac{7}{8}$)
19. $78 - 16 \frac{2}{3}$ ($61 \frac{1}{3}$)
20. $80 - 19 \frac{5}{6}$ ($60 \frac{1}{6}$)
21. $6 \frac{1}{2} - 1 \frac{4}{5}$ ($4 \frac{7}{10}$)
22. $957 \frac{7}{12} - 197 \frac{11}{12}$ ($759 \frac{2}{3}$)
23. $386 \frac{3}{5} - 197 \frac{5}{6}$ ($188 \frac{23}{30}$)
24. $800 \frac{7}{8} - 386 \frac{11}{12}$ ($413 \frac{23}{24}$)
25. $508 \frac{3}{14} - 299 \frac{8}{21}$ ($208 \frac{5}{6}$)

G. Multiply:

1. $1/2 \times 1/2$ (1/4)
2. $1/2 \times 1/4$ (1/8)
3. $2/3 \times 2/5$ (4/15)
4. $3/4 \times 1/4$ (3/16)
5. $5/6 \times 1/3$ (5/18)
6. $7/8 \times 5/6$ (35/48)
7. $5/12 \times 7/15$ (7/36)
8. $3/8 \times 4/9$ (1/6)
9. $9/10 \times 4/15$ (6/25)
10. $1/5 \times 20$ (4)
11. $3/4 \times 8$ (6)
12. $5/6 \times 14$ (11 2/3)
13. $35 \times 4/5$ (28)
14. $94 \times 7/8$ (82 1/4)
15. $3/8 \times 2$ 2/3 (1)
16. $1/3 \times 8$ 1/2 (2 5/6)
17. $7/12 \times 15$ 3/4 (9 3/16)
18. 18 2/3 \times 3/4 (14)
19. 36 5/6 \times 5/9 (20 25/54)
20. 36×2 1/2 (90)
21. 27×8 5/6 (238 1/2)
22. 7 1/4 \times 6 (43 1/2)
23. 24 1/3 \times 7 (170 1/3)
24. 3 3/5 \times 5 5/6 (21)
25. 12 3/4 \times 16 2/3 (212 1/2)

H. Divide:

1. $1/2 \div 1/2$ (1)
2. $3/4 \div 1/4$ (3)
3. $1/2 \div 1/3$ (1 1/2)
4. $8/9 \div 2/3$ (1 1/3)
5. $5/6 \div 4/9$ (1 7/8)
6. $6/7 \div 5/8$ (1 13/35)
7. $12 \div 3/4$ (16)
8. $15 \div 1/2$ (30)
9. $32 \div 6/7$ (37 1/3)
10. $3/4 \div 12$ (1/16)
11. $8/9 \div 18$ (4/81)
12. $5/6 \div 8$ 1/3 (1/10)
13. $7/8 \div 6$ 1/4 (7/50)
14. $3/7 \div 12$ 2/3 (15/434)
15. 5 5/12 \div 5/6 (6 1/2)
16. 46 3/8 \div 7/9 (59 5/8)
17. $36 \div 4$ 1/2 (8)
18. $42 \div 2$ 2/5 (17 1/2)
19. $59 \div 8$ 3/4 (6 26/35)
20. 15 3/4 \div 9 (1 3/4)
21. 81 2/3 \div 24 (3 29/72)
22. 6 3/4 \div 7 7/8 (6/7)
23. 8 1/3 \div 6 1/4 (1 1/3)
24. 24 3/5 \div 10 1/8 (2 58/135)
25. 17 5/6 \div 13 6/7 (1 167/582)

DIAGNOSTIC TEST IN DECIMALS

Perform the operations indicated in each of the following:

A. Add:

1	2	3
.835	38.76	.308
.659	53.44	.75
.328	97.86	.009
.942	46.95	.1007
.587	84.28	.987
.763	75.37	.8
.491	69.63	.54
.976	28.59	.0956
(5.581)	(494.88)	(3.5903)

4	5
32.08	75.037
7.593	584.
112.8	7.9543
56.716	.00865
.6483	39.48
201.012	993.0207
98.0009	68.76
9.53	6.606
(518.3802)	(1774.86665)

6. .0563 + .538 + .0009 + .7 + .43 (1.7252)
7. 87.5 + 6.58 + 934.096 + .835 + .9 (1029.911)
8. 593.33 + .0875 + 346 + .95 + 6.003 (946.3705)

9. 78.1 + 6.7 + .034 + .75 + 75 + 92 (252.584)
10. 75 + 8.75 + 62.5 + .375 + 162.5 (309.125)
11. 3.005 + .07 + 40.404 + 800.9 + .0006 (844.3796)
12. 942.03 + 90.02 + .0409 + 86 + 7.5 + .436 (1126.0269)

13	14
246.87 1/2	8.645
59.08 3/4	.097 1/2
507.76 4/5	567.1
8.39 1/4	84.005 3/4
98.70 7/8	7/8
(920.83175)	(660.72325)

15	16
39.64 1/6	6 5/8
5.09 1/4	37 1/3
107.85 2/3	4.8 3/4
64.54 1/2	.67 1/2
.73 7/8	9.0 2/3
(217.87 11/24)	(58.57 1/2)

17. 25.009 + 7.56 3/4 + .840 1/2 + 764.0009 (797.4179)
18. 87.5 1/2 + 3.765 + 7/8 + 8.004 3/4 (100.19475)
19. .64 1/4 + 8.2 4/5 + 29.84 3/4 + 246.9 7/8 + 7/10 (286.4575)
20. 189.453 + 8.00 2/5 + .087 1/2 + 75.6 3/4 + 674 5/8 (947.8445)

21. $8.6 \frac{1}{4} + 43 \frac{1}{8} + .832 \frac{1}{5} + 67.08 \frac{1}{2} + 930.94 \frac{1}{10}$ (1050.6082)
22. $25.72 \frac{1}{3} + 64.83 \frac{3}{4} + 58.39 \frac{4}{5} + 89.64 \frac{1}{2}$ (238.60 $\frac{23}{60}$)
23. $.674 \frac{1}{3} + .059 \frac{1}{5} + .108 \frac{1}{6} + .463 \frac{1}{8}$ (1.304 $\frac{33}{40}$)
24. $597.801 + 76.42 \frac{1}{2} + 17 \frac{1}{3} + .66 \frac{2}{3} + 84 \frac{5}{6}$ (693.074 $\frac{1}{3}$)
25. $\frac{1}{6} + 87 \frac{1}{2} + .87 \frac{1}{2} + .6 \frac{2}{3} + 10 \frac{1}{10} + 4.03 \frac{1}{3}$ (103.34 $\frac{1}{6}$)

B. Subtract:

1. $.568 - .326$ (.242)
2. $.312 - .163$ (.149)
3. $.432 - .234$ (.198)
4. $.700 - .546$ (.154)
5. $.329 - .038$ (.291)
6. $.908 - .009$ (.899)
7. $.7 - .077$ (.623)
8. $.00875 - .0009$ (.00785)
9. $8.035 - .84$ (7.195)
10. $8 - .008$ (7.992)
11. $94.502 - 37.0008$ (57.5012)
12. $456.1 - 157.003$ (299.097)
13. $1.0805 - .08964$ (.99086)
14. $8.24 \frac{1}{2} - 5.008$ (3.237)
15. $265 \frac{4}{5} - .875$ (264.925)
16. $301.6 \frac{9}{10} - 202.75$ (98.94)
17. $5.927 - 2.0 \frac{1}{4}$ (3.902)
18. $94.217 - 68.0 \frac{7}{8}$ (26.1295)
19. $56.37 \frac{1}{2} - 37.68 \frac{3}{4}$ (18.6875)
20. $208.6 \frac{4}{5} - 134.53 \frac{1}{4}$ (74.1475)
21. $9.00 \frac{7}{8} - .08 \frac{3}{5}$ (8.92275)
22. $356 \frac{1}{4} - 157.08 \frac{7}{10}$ (199.163)
23. $19.4 \frac{5}{6} - 8 \frac{9}{10}$ (10.5 $\frac{5}{6}$)
24. $64.25 \frac{1}{3} - 36.09 \frac{1}{2}$ (28.15 $\frac{5}{6}$)
25. $385 \frac{1}{6} - 189.16 \frac{2}{3}$ (196)

C. Multiply:

1. $.4 \times .2$ (.08)
2. $.04 \times .2$ (.008)

3. $2.8 \times .325$ (.91)
4. $.46 \times .09$ (.414)
5. $.35 \times 40.8$ (14.28)
6. 61.72×6.3 (388.836)
7. 906.5×4.21 (3816.365)
8. $130 \times .0006$ (.078)
9. $.03 \times 5.1$ (.153)
10. $76.007 \times .0043$ (.3268301)
11. 8.19×200.1 (1638.819)
12. $.152 \times .0108$ (.0016416)
13. $.0074 \times .0036$ (.00002664)
14. $.7800 \times .2900$ (.2262)
15. $.28 \times 57 \frac{1}{2}$ (16.1)
16. $54.1 \times 37 \frac{5}{8}$ (2035.5125)
17. $67 \frac{7}{10} \times .35$ (23.695)
18. $3.4 \frac{7}{8} \times 5.04 \frac{4}{5}$ (17.6049)
19. $.46 \frac{3}{4} \times .0038 \frac{4}{5}$ (.0018139)
20. $.35 \frac{1}{2} \times .42 \frac{3}{4}$ (.1517625)
21. $.00 \frac{4}{5} \times .00 \frac{7}{8}$ (.00007)
22. $5.2 \frac{1}{6} \times .075 \frac{3}{4}$ (.395162 $\frac{1}{2}$)
23. $.66 \frac{2}{3} \times .06 \frac{1}{4}$ (.041 $\frac{2}{3}$)
24. $8.4 \frac{5}{12} \times 1.08 \frac{1}{3}$ (9.145 $\frac{5}{36}$)
25. $.32 \frac{5}{6} \times 2.5 \frac{7}{12}$ (.839 $\frac{71}{72}$)

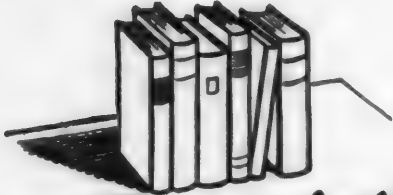
D. Divide:

1. $.342 \div .109$ (3 $\frac{15}{109}$)
2. $.593 \div 67$ (.008 $\frac{57}{67}$)
3. $807 \div .34$ (2.3 $\frac{25}{34}$)
4. $95 \div 2.3$ (41 $\frac{7}{23}$)
5. $8.4 \div .26$ (32 $\frac{4}{13}$)
6. $.53 \div .058$ (9 $\frac{4}{29}$)
7. $29.7 \div 3.94$ (7 $\frac{106}{197}$)
8. $517.48 \div 8.076$ (64 $\frac{154}{2019}$)
9. $.00919 \div .37$ (.024 $\frac{31}{37}$)
10. $.0845 \div .205$ (.4 $\frac{5}{41}$)
11. $.100 \div .4000$ (.25)
12. $.0193 \div .287$ (.06 $\frac{208}{287}$)
13. $.0025 \div .25$ (.01)
14. $.750 \div .02 \frac{1}{2}$ (30)
15. $.31 \frac{1}{4} \div 5.4$ (.057 $\frac{47}{54}$)
16. $\frac{3}{8} \div .5$ (.75)
17. $.76 \frac{4}{5} \div .37 \frac{3}{4}$ (2 $\frac{26}{755}$)
18. $.8 \frac{7}{8} \div .3 \frac{1}{2}$ (2.53 $\frac{4}{7}$)
19. $.00 \frac{3}{4} \div .00 \frac{3}{8}$ (2)
20. $.74 \frac{3}{5} \div .66 \frac{2}{3}$ (1.119)
21. $.3 \frac{1}{6} \div 8 \frac{3}{4}$ (.03 $\frac{13}{21}$)
22. $18 \frac{1}{2} \div 6.5 \frac{1}{3}$ (2 $\frac{163}{196}$)
23. $.36 \frac{1}{3} \div .12 \frac{5}{6}$ (2 $\frac{64}{77}$)
24. $5 \frac{5}{6} \div .06 \frac{2}{3}$ (87 $\frac{1}{2}$)
25. $72.4 \frac{1}{6} \div .390 \frac{5}{12}$ (185 $\frac{455}{937}$)



Yes, I said, "Take a letter to Sergeant Bonner,"
but I wasn't talking to you!

START TEACHING your boys and girls to think. . . . Teach them to look at a matter from every side before they announce conclusions. Teach them to observe, to be accurate and careful in their observations and statements. Teach them to search for truth and to be able to recognize it. Teach them the meaning of cause and effect. Teach them not to be superstitious.—G. O. Blough, *Journal of the N.E.A.*



YOUR Professional Reading

JESSIE GRAHAM, Editor

Evaluation of Teacher Education

Maurice E. Troyer and C. Robert Pace, Prepared for the Commission on Teacher Education, American Council on Education, Washington, D. C., 1944, 368 pages, \$3.

Do we, as teachers, promote students' beliefs in the importance of group welfare when nearly all our classroom activities are competitive? Do we, as principals or supervisors, help teachers to feel their own worth and integrity when we determine their security or advancement by ratings seldom discussed with them or the value of which they doubt? These challenging questions are among the many propounded in this report on evaluation practices in teacher education.

Evaluation is contrasted with measurement in that it deals with value in addition to quantity. It presupposes goals to be attained and a drawing upon any sources of evidence available for judging the degree to which these objectives are attained.

This book is a report of efforts made at evaluation in these areas of teacher education: selection of students, orientation and guidance, general and professional education, student teaching, follow-up, and growth of teachers in service. The text material has been gathered from reports of conferences, workshops, and consultant services. Representatives from many teacher-training institutions participated.

An interest-arousing chapter is the one in which student opinion is considered as an instrument for evaluating training programs. In one school of education, students were asked to make constructive suggestions relative to the conduct of courses. The replies included mention of more definite planning of courses and more specific goals, more carefully selected basic materials, less freedom, and more careful checking on achievement. Graduates of teacher-training institutions reported that one of their most difficult problems was adjustment to the communities where they taught.

The conclusion is reached that, as evaluation reveals weaknesses as well as strengths, it is of little use unless something is done to correct the weak-

nesses and to develop further the points of strength. Finally, as in all other areas of education, the recommendation is made that evaluation should be a genuine group enterprise.

Teacher Education in Service

Charles E. Prall and C. Leslie Cushman, Commission on Teacher Education, American Council on Education, Washington, D. C., 1944, 503 pages, \$3.

A study of in-service education of teachers was made in a representative sampling of school systems and an equal number of colleges and universities. The results are presented in a series of narratives of co-operative action on the part of teachers and administrators in promoting teacher growth on the job and improving the curriculum.

Many types of co-operative action are recounted: study groups, workshops, policy committees, curriculum committees; pupil projects, and working with community groups. The emphasis is upon the democratic way of doing things, the breaking down of artificial barriers, and community co-operation for the good of the pupils.

This book should be read as a guide to newer practices in school administration and supervision.

Adolescence

Forty-Third Yearbook, Part I, National Society for the Study of Education, Department of Education, University of Chicago, Chicago, 1944, 362 pages, cloth binding, \$3; paper binding, \$2.25.

This yearbook provides a valuable summary of the results of studies of adolescence. Studies of the relation of the adolescent to the social order, the physical changes that take place during adolescence, psychological changes, adjustments for adolescents who vary from the normal in certain respects, the development of special abilities, adolescent personality, interest in vocations, and preparation for adulthood—all are reported and summarized.

Dr. Stephen Corey's chapter deals with the idea that what is good for adolescents is good for adults and thus is concerned with the in-service training of teachers. He talks about protecting teachers' feelings and making case studies of teachers who need help in making adjustments to teacher responsibilities. He asks many pertinent questions about the characteristics of the teachers of adolescents.

The final chapter is an evaluation of the yearbook, by Dr. George D. Stoddard, New York State Commissioner of Education. He says, "If teachers and parents generally knew what some of these authors know and clearly express, we should enter upon a better life—the victory on the home front over the forces of frustration and personal impoverishment would be assured."

He advises that all but the technically minded may skip the scientific part of the book and still be amply rewarded by reading the rest, but that those

who read the book from cover to cover will be on the high road to understanding. He then presents a summary of each chapter, culminating in statements of the implications for school administrators, teachers, and counselors. His human approach to the topics makes the summary entertaining reading—exceptional among summaries.

Dr. Stoddard suggests that counselors be conversant with all this material; otherwise, their competence as counselors should be questioned. Finally, the need of every adolescent—and of every other person—for understanding and respect is reiterated.

It is indeed obvious that those of us who spend our days in dealing with adolescents are grateful for this opportunity to study a summary of the latest investigations into adolescence and the discoveries made about this period of life.

The Measurement of Adult Intelligence

David Wechler, Williams and Wilkins Co., Baltimore, Md., 1944, 258 pages, \$3.50.

This book should be helpful in veteran rehabilitation, a topic of great current interest. Tests originally designed for children and standardized on scores made by children are not suitable for use with adults, and yet few intelligence tests for adults are available.

In this book the Bellevue Intelligence Tests for Adults are reproduced; directions for giving and scoring and tables of norms for all ages are included.

You and Your Future Job

William G. Campbell and James H. Bedford, Society for Occupational Research, Ltd., Los Angeles, 1944, \$3.50.

This is a book about vocational opportunities in hundreds of occupations. Under twenty categories of families of jobs, the specific occupations are discussed.

For example, under the heading, "Clerical and Financial Work," these classifications are included: clerical worker, stenographer, secretary, file clerk, business-machines operator, bookkeeper, accountant, bank employee, and executive. Under each of these categories there is information about the work, the advantages and disadvantages of the position, how to get ahead in the occupation, promotional opportunities, and salaries.

This is a comprehensive reference book on the present and probable future status of the jobs covered.

Psychology for the Fighting Man

National Research Council and Science Service. The Infantry Journal, Washington, D. C., 1943, 456 pages, 25 cents.

The contributors to this book are medical men, psychologists, and army personnel. The purpose of

the book is to help the fighting man to understand himself and to adjust to his new life.

Explanations of the physical examinations and other tests given upon induction, descriptions of army training courses, personal problems that affect the man (such as fear, dealing with rumors, and combatting psychological warfare)—all these are included.

In one chapter there is a list of the criticisms men make of their superior officers, similar to criticisms made of teachers by students—"they treat us like children," the army cannot be driven, it must be led, etc.

This is a good practical handbook of applied psychology, very clearly and simply written, and of interest to every civilian who wishes to understand the problems of men in the services.

Educational material from the airlines—

Air-Age Education News, a new 12-page magazine to be published five times a year by Air-Age Education Research, provides up-to-the-minute teaching materials relating to aviation and air transportation. It is free to school administrators, teachers, and teachers' college students—upon request to Air-Age Education Research, 100 East 42d Street, New York 17, N. Y.

United Air Lines School and College Service, Room 305, Palmer House, Chicago 3, has published a leaflet that tells what kind of material each of the major airlines will supply to schools. Ask for their leaflet, *Free and Inexpensive Educational Materials*.

Data Cards for School Leavers

THE EDUCATIONAL EXPERIENCE SUMMARY CARD, used until recently by the War Department to supply information regarding servicemen for classification purposes, is now being used to record data concerning students who leave school and seek employment.

The State Supervisors of Occupational Information and Guidance, at their sixth national conference last summer, recommended that the present E.E.S. card be adopted in each state for students who leave school, until a new form is developed.

The employers are the accrediting agents of the business schools. Academic standards will not help us. Students who attend business schools are preparing for jobs, not looking for credits. Our yardstick should be vocational competency.
—Earl W. Barnhart, Groves-Barnhart School for Secretaries, Madison, Wisconsin.

It's Up To You!

You know the value of THE GREGG WRITER. You know it tends to keep the pupil's interest keen and so aids his progress; that it emphasizes the importance of the thoroughness and accuracy that make stenographers worth having; that it arouses the ambition of the student and stimulates him to do more work, better work.

Who will set a value upon these things? Certainly the few cents the student must pay for the magazine do not represent its value to him.

THE GREGG WRITER is a teacher, not a textbook. Its real value is like your own, not in the worth of information given but in the spirit it creates, the ideals it establishes.

How many of your students have given up in discouragement? How many have lost interest and done mediocre work, who might have been star pupils? How many have gone out with a good record, who, away from the influence of the school have lost ambition, stopped studying, and become ordinary stenographers instead of experts? THE GREGG WRITER encourages, stimulates interest, maintains ambition.

It has been demonstrated in many, many cases that one of the greatest services the teacher does her pupils is the development of the habit of using the magazine. Not only does it work to the pupil's advantage while in school, but frequently, persisting after he leaves, its influence means the whole difference between a great success and mediocrity.

It's up to you. What you say, your advice at the right time, may be the turning point in the student's career. You know the value of the magazine,

Your pupils look to you to lead them. Tell them to get the assistance of THE GREGG WRITER.

Why not introduce THE GREGG WRITER to your students today?

A sample magazine will be mailed for introductory purposes, together with special school rates, if you will send your request to

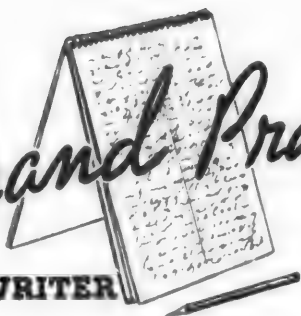
THE GREGG WRITER

270 Madison Avenue
New York 16, N. Y.

When making your request please mention the Business Education World.

Shorthand Practice Material

THE GREGG WRITER



Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

You Learn Concentration in Civilian Defense!

By DOROTHY M. JOHNSON

IT wasn't until I became an air warden that I really had to learn to concentrate—and that ability²⁰ has carried over to my regular daytime job. Here's the kind of thing that happened the other evening⁴⁰ during my two-hour shift of duty at the air warden sector office, where I was cutting stencils for the⁶⁰ *Neighborhood News*, a friendly little monthly paper that the wardens of my sector publish for 500 servicemen⁸⁰ from the neighborhood.

I said farewell to the warden who was going off duty, examined the bulletin¹⁰⁰ board (finding no startling announcements), got out the folder of items to be typed for the *News*,¹²⁰ took the cover off the pathetic old typewriter for which we pay \$4 a month rent, and moved the cat. Dimout,¹⁴⁰ the official sector office cat, can always find the warmest spot in the office. She had got under the¹⁶⁰ desk lamp this time, where the typewriter carriage would hit her—and when anything hits Dimout, she hits back.

I cleaned¹⁸⁰ the type, put a stencil in the typewriter, typed a few lines, and was interrupted by four wardens who came in²⁰⁰ to read the bulletin board. Spoke kindly to them and went back to typing. Three of them held an indignation meeting²²⁰ in a corner. Most wardens are indignant; that's probably why they signed up to be wardens. I wasn't mad²⁴⁰ about the same thing they were, so I went on typing. But first I had to move the cat again.

The sector commander,²⁶⁰ my civilian-defense boss, came in and hinted that he'd like to type a couple of letters if I could be²⁸⁰ induced to give up the typewriter. I hinted that he could go farther and find worse stenographers than the one³⁰⁰ who was already at the typewriter, so he dictated. I took out the stencil and transcribed the letters. Cleaned³²⁰ the type again and put the stencil back.

Someone brought in a new warden. I doubt whether that recruit will hear any³⁴⁰ more loud or heartfelt rejoicing when she enters into Heaven. I joined in the rejoicing, then returned to³⁶⁰ the typewriter and moved the cat again.

The sector commander explained our incident map to the new recruit;³⁸⁰ someone came in from the street looking for a little boy named Freddie; the sector commander signed his letters. Meanwhile,⁴⁰⁰ I went on typing. The cat had disappeared.

I took the finished stencil out of the machine and found the cat⁴²⁰ in the file cabinet, chewing the correspondence filed under the letter O, and removed

her forcibly. She⁴⁴⁰ fought hard, but I'm bigger. Used some iodine out of the first-aid cabinet—I'm bigger, but her claws are sharper.⁴⁶⁰ She retreated under a chair.

I typed some notes about various things, meanwhile greeting various wardens⁴⁸⁰ who wandered in. (In volunteer work, if you ignore your colleagues just because you're busy, you hurt⁵⁰⁰ their feelings.)

At ten minutes to midnight, my relief came in with his dog, Friday. The cat jumped onto a chair⁵²⁰ and blew up at Friday. An extra, unofficial, entirely unaccounted-for cat appeared from the back room⁵⁴⁰ and likewise blew up. Friday withdrew in good order to previously prepared positions.

Then I went home. Believe⁵⁶⁰ it or not, the last stencil for the *Neighborhood News* was finished. Concentration is a wonderful thing. (579)

Psychological Warfare

From "Magazine War Guide"

"PSYCHOLOGICAL WARFARE in support of the liberation drive on Europe is being waged by the first truly²⁰ Allied propaganda . . . organization in military history," declares an OWI⁴⁰ release. The Psychological Warfare Branch (PWB) of SHAEF (Supreme Headquarters, Allied⁶⁰ Expeditionary Forces) is composed of personnel from the United States Office of War Information,⁸⁰ the United States Army, the British Ministry of Information, and the British Army, all working¹⁰⁰ as an integrated unit. Its job, as outlined by Robert E. Sherwood, former director of¹²⁰ OWI's Overseas Branch, falls into four main phases, for each of which specific techniques have been worked out.

The¹⁴⁰ first phase is strategic, preparatory for an invasion. Radio broadcasts and leaflets dropped from planes attack¹⁶⁰ the enemy's morale and strengthen the resistance of the people of the enemy-occupied countries,¹⁸⁰ a procedure whose effectiveness the Germans have acknowledged by counterfeiting our material, passing²⁰⁰ decrees making possession of Allied leaflets punishable by death, and by sending up fighter planes from their²²⁰ decimated squadrons against our propaganda-dropping planes. During this phase, also, materials for use²⁴⁰ in the following periods are stockpiled. Over six thousand reels of motion pictures, and millions of pamphlets,²⁶⁰ in all European tongues were shipped to Great Britain, for instance, in the months before June 6, 1944,²⁸⁰ together with thirty-five hundred tons of paper and much radio equipment.

The second phase is³⁰⁰ the actual combat phase.

PWB combat teams accompany the invading armies. Using²⁰⁰ portable wireless equipment and sound trucks, they radio appeals to enemy troops to surrender and instructions²⁰⁰ to civilians behind the lines to sabotage transport, etc. On portable printing presses they²⁰⁰ have brought with them, they turn out leaflets and other material which are dropped by planes or packed in artillery²⁰⁰ shells shot from our big guns.

The third, or consolidation phase, begins when law and order is being established²⁰⁰ in territory liberated or occupied by Allied armies. Now the PWB teams assist²⁰⁰ in editing and printing local newspapers, publish and broadcast regulations from the military command,²⁰⁰ and keep the civil population informed on the progress of the war. When the first patrols enter a city²⁰⁰ or town, the PWB takes over the local press and radio stations and operates them in²⁰⁰ the local language, and distributes the motion pictures, posters, and publications that have been prepared and stockpiled²⁰⁰ in advance.

The fourth phase will be the occupation of Germany—and Japan. (515)

• • •

IF courage goes . . . all goes. (4)

The Planting Comes First

From "The Friendly Adventurer"

WHEN Spring comes around each year I find myself admiring my neighbors' tulips. Their yards are rainbows of color. I¹⁰⁰ look at my dull, drab yard and wish that I, too, had tulips growing there. Of course, wishing doesn't help at all. My yard⁴⁰ is bare of tulips because I failed to plant bulbs in the Fall.

Next Spring, though, the story will be different. This Fall¹⁰⁰ we have taken the necessary step and planted the bulbs. We have done our part and God will work His miracle.⁶⁰

Our lives are like a garden, too. To have rich personalities we must plant noble thoughts in our minds. To achieve¹⁰⁰ success, we must sow the seeds of hard work, concentration, study, perseverance. If we neglect the planting, we¹²⁰ should not complain if the flowers of success and beauty do not blossom in our lives. The fault is our own. (139)

You Can't Always Be Right

By EMMA MARTIN

From the "Independent Woman"

YOU might as well give up. No one can be right all the time. If you think you're an exception, as I did for more years²⁰ than I care to mention, and if you are still young enough to profit by the mistakes of others, I offer you⁴⁰ mine for what they are worth. And if I do say myself—and I'd like to know who has a better right—my mistakes are⁶⁰ bigger and more baffling than the average.

For years, I believed that I was the exception that proved the rule. I¹⁰⁰ had quite a bit of grey about my temples before I acquired that modesty and humility that blend so¹⁰⁰ well with grey hair. Fortunately—before I had made myself utterly objectionable—I discovered that¹²⁰ rosy aura of friendliness and good will that surrounds the individual

who has just admitted that he²⁰⁰ is wrong about something.

That was when I decided that we independent women must stop occasionally¹⁰⁰ and take stock of ourselves. If we will compare our aspirations with our achievements, we will realize, with a¹⁰⁰ shock perhaps, that we have *not* arrived. We are simply on our way. There will always be a better and newer way²⁰⁰ of doing old things.

Suppose we don't like the new boss. He is upsetting our whole routine. The old boss was so²⁰⁰ understanding, so coöperative. He had a way of saying, "You go ahead and take care of it. You know more²⁰⁰ about it than I do." We liked that. It made us feel important. The new boss thinks he knows more about some things than²⁰⁰ we do. "Perish the thought," was our first reaction. But we are beginning to think there may be something in that new²⁰⁰ double-check filing system he is inaugurating, and the thought has dawned upon us that maybe we can learn²⁰⁰ things even from people we don't altogether like.

Without being too effusive in our appreciation,²⁰⁰ we might steal an idea from that perky new typist; she might have picked up a new wrinkle at commercial college²⁰⁰ that they weren't teaching when we received our degree from the state university.

I used to gloat when I could²⁰⁰ prove the other person wrong in an argument. I was never content to leave any uncertainty about²⁰⁰ that other person's wrongness. I made it a point to substantiate my opinions. Webster's International⁴⁰⁰ didn't have time to accumulate dust on my desk. I was constantly bringing it out to prove that *explicit*²⁰⁰ with the accent on the *first syllable* was absolutely the first preference, or that one must bear down on a⁴⁰⁰ long and hearty *a* in *data* and *status*. Encyclopedia Britannica was right on hand to prove that²⁰⁰ Napoleon's Waterloo took place in Belgium, not in Russia.

In the past, I have enjoyed numerous dinners²⁰⁰ and tickets to football games on the bets that I have won in arguments, although I am being honest when²⁰⁰ I say I did not always start them. I simply barged in gleefully when some other opinionated²⁰⁰ individual opened the way for me.

Once when I won a ringside seat at the Iowa-Colorado football²⁰⁰ game on the strength that I *was* right, after all, in the pronunciation of Robert Donat's name, the loser²⁰⁰ looked down his nose at my smugness and accused me of being a poor sport for betting on a sure thing. Somehow, the²⁰⁰ accusation took the edge off my victory. I remember that I defended myself at the time with the²⁰⁰ statement that "There is nothing sure but death and taxes." That was several years ago, and in the interim I²⁰⁰ have come to the conclusion that only death is sure. If I can find the address of the person who rather²⁰⁰ grudgingly took me to the Iowa-Colorado game, it will give me great pleasure to admit that I was onl-²⁰⁰ half-way correct in that statement, that Ruml's Plan and the Chicago Round Table have me so confused about²⁰⁰ my taxes that the only thing I am sure of on that score is that I will *pay* my taxes. And if you don't want²⁰⁰ to take my word for it, just ask my favorite uncle. Uncle Sam wants me to keep my credit good.

When I took¹²⁰ my first job in the professional world, no one could have convinced me that there were so many ways to skin a rabbit.¹⁰⁰ With the assurance that comes only with the lack of experience common to those who are young, I knew the²⁰⁰ correct and only way to write a professional letter, arrange the flowers on the doctor's desk, and file away²⁰⁰ that important reprint on Ewing's Tumor.

Even my boss had to admit I was good. I wish now, as I¹⁰⁰ look back with poorer eyesight but better vision, that I had allowed my assistant to get out the final draft¹⁰⁰ of that paper of the American College of Surgeons. She was a much better typist than I.

I am prone¹⁰⁰ to be tolerant of my pet mistakes. I tell myself, when my morale needs a lift and I can't afford a new¹⁰⁰ hat, that I am, after all, a rugged individualist and that I would be out of character and a¹⁰⁰ hypocrite if I conformed to something that denied my true nature. However, I am not as confident of¹⁰⁰ my true nature as I used to be. Fearfully and hopefully, I am trying to curb my sureness. When I find¹⁰⁰ myself getting all puffed up about my own importance, I try at least not to make it too obvious to those¹⁰⁰ around me. I am beginning to realize that the rest of the universe is too busy with its own affairs¹⁰⁰ to care whether or not I know the answer to the sixty-four-dollar question.

The law of gravity is¹⁰⁰ a grim, exacting parent, and trying to restore equilibrium to an unbalanced object—animate¹⁰⁰ or inanimate—is not an easy task. My transition from overconfidence to modesty was rather¹⁰⁰ a painful process. In my eagerness to prove my newly acquired humility, I went through that interval¹⁰⁰—as painful to my associates as it was to me—when I wholeheartedly admitted that I was wrong about¹⁰⁰ everything. Then one day I woke up to the fact that the office was in a turmoil; that mistakes were being¹⁰⁰ made which I should have caught and corrected before they had had a chance to germinate; that I was allowing¹⁰⁰ my subordinates to make decisions which were out of the realm of their experience and which I could have made¹⁰⁰ better myself. That was the day I discovered that although no one can be right all the time, neither can he¹⁰⁰ successfully manage to be wrong about everything. I knew then the virtue in admitting and utilizing¹⁰⁰ the knowledge that we acquire as we go along. All day an old Arabian proverb had been trickling through¹⁰⁰ my head. I am sure you will remember that according to the Arabs:

He who knows not and knows not he knows not:¹⁰⁰

He is a fool—shun him;

He who knows not and knows he knows not:

He is simple—teach him;

He who knows and knows not he¹⁰⁰ knows:

He is asleep—wake him;

He who knows, and knows he knows:

He is wise—follow him.

At times now I admit that I¹⁰⁰ am a fool, or that I am simple, or half asleep; and I do not believe that I am making an overstatement¹⁰⁰ when I say that this new confident humility—or should I say this new humble confidence?—becomes me.¹⁰⁰ But how I do welcome followers on the days I am feeling wise!

My friends often fall into the delightful¹⁰⁰ discussion of what epitaphs would be appropriate on their individual tombstones. Some of them choose only¹⁰⁰ to be witty and ridiculous, with such platitudes as: "This is too deep for me," or "No cover charge." One¹⁰⁰ man who is notoriously a poor manager has decided that if luck is with him—and he is not being¹⁰⁰ facetious but earnest about this—he hopes to be able to make this simple statement as a monument to¹⁰⁰ his well-rounded life: "Out of debt at last."

I have played with the idea of several epitaphs

that, carved in¹⁰⁰ grey marble, might add grace and dignity to my grave, and I am finally convinced that the humble admission¹⁰⁰ that will draw my friends to me and make them remember my finer traits is this surprise announcement I am preparing¹⁰⁰ for them: "In memory of Emma Martin, who admitted she was sometimes wrong." (1455)

Criticism

WE BAR THE DOORS and close the shutters, too, And think that we are safe from prying eyes. Then through a crack we peep to¹⁰⁰ criticise, And are displeased at what our neighbors do. But, lo! men smile and whisper as they pass, To think we do not know¹⁰⁰ our house is glass. (43)

Japidemic, New Insect Powder

Rids Lawns of Japanese Beetle

THE JAPANESE beetle need no longer be a scourge to lawns and gardens, thanks to a new spore dust called Japidemic¹⁰⁰ discovered by scientists of the Department of Agriculture. When soil in heavily infested¹⁰⁰ areas is treated with the new powder made of spore-forming bacteria, the beetle grubs eat the bacteria,¹⁰⁰ along with their favorite diet of grass roots, and serve as incubators in which disease spores multiply¹⁰⁰ a millionfold.

According to the August issue of *Better Homes and Gardens* magazine, Japidemic is¹⁰⁰ not toxic to plants, animals, or people, nor does it have any adverse effects on bees or other insects¹⁰⁰ of economic importance.

Here is the method for applying Japidemic:

Test for grubs by rolling back¹⁰⁰ a square foot of sod. If you bring four or more grubs to light, packaged bacteria answers your problem. Where the lawn¹⁰⁰ is small, lift a bit of sod every five feet and place one level teaspoonful of Japidemic in each hole.¹⁰⁰ One pound treats four thousand square feet. On a large lawn, apply the powder to the surface and hose it into the ground¹⁰⁰ at once.

Japidemic can be applied at any time the soil is not frozen. Expect no immediate or¹⁰⁰ spectacular results, however. Beetles will still emerge and fly over from your neighbor's untreated lawn until¹⁰⁰ he, too, uses it or until your spore dust benefits the neighborhood.

Next May try digging out a few grubs.¹⁰⁰ If a milky-white fluid issues from the body when the legs are pulled out, you can rest assured that the disease¹⁰⁰ is working for you. Rebury the diseased grubs, for their bodies are the means of passing along infection to¹⁰⁰ new beetle generations. (305)

A Horse and a Writer

By MARGARET REDFIELD

SOME YEARS AGO I bought a horse. Filled with determination to learn to ride him, I hunted up a cowboy of¹⁰⁰ my acquaintance. "Tex," I said, "I want to learn to ride. Tell me how to do it."

Helplessness swam in his eyes as he¹⁰⁰ attempted to explain. Finally, he mounted my pony and rode for me, so beautifully even I¹⁰⁰ experienced a sense of accomplishment. When he returned, he said, "I dunno how to tell you. It just takes practice¹⁰⁰ and lots of it. Get the feel of the horse, that's all I can say, and then just sit there."

After watching him I expected¹⁰⁰ to achieve the same degree of perfection. I mounted, and found, much to my chagrin, that I couldn't hold the¹²⁰ saddle. But I straightway forgot what he had said about practice. I could think of nothing except the way he rode¹¹⁰ and the fact that I could not do likewise.

Baffled, discouraged, even angry at times, I tried to learn from every¹⁰⁰ rider I met just what to do to give myself the comfort and appearance of the experienced rider.¹⁰⁰ Candidly, I did not want what every expert rider told me I needed—actual experience spread³⁰⁰ over a period of time. The only thing that helped me was that I kept riding while I sought advice, and it²⁰ was the riding, not the advice, that was to enable me one day to "sit there."

I believe there is a lesson³¹⁰ in this. The young writer gathers up his tools and seeks out the experienced writer for advice that will eliminate³⁰⁰ some of the pain, awkwardness, and uncertainty of which he is conscious. There seems to be an insatiable³⁰⁰ desire to make a contact that will pave the way for him while he merely looks on. Perhaps it is the speed³⁰⁰ of the age, the restlessness of this generation, that breeds impatience over seeming delay. Yet growth is a²⁰⁰ matter of seasons.

Men and women are more alone in this world, more dependent upon themselves, than they believe.³⁰⁰ Growth comes primarily, not from others, but from within themselves. A realization of this is invaluable³⁰⁰ to the student writer. To look within more frequently; to search, to discover, to question, to analyze;³⁰⁰ to feed upon what one experiences without agitation, impatience, or sullen reluctance; and¹⁰⁰ to write constantly—that is the path of development and growth. (411)—*Writers' Markets and Methods*

A DICTIONARY is the only place where you come to Success before you get to Work. (16)

The Army's "M Dogs"

ELITE of the Army's famous K-9 Corps are the dogs who locate deadly mines and booby-traps and lead the way²⁰ around them or point a safe path through a mine field which it is impossible to bypass. Especially valuable⁴⁰ are these four-legged soldier specialists when it comes to spotting non-metallic mines which defy the best⁶⁰ of electronic detectors. After the regular basic training to which all canine rookies are subjected,⁸⁰ M-Dogs receive additional instruction in their specialty. A dog and a soldier train together, and¹⁰⁰ it is essential that each handler thoroughly know his dog and be able to "read" his every action.

Working¹²⁰ on a six-foot leash, the animals alert at one to four yards from a detected mine, invariably¹⁴⁰ the same distance for any one dog, enabling their handlers to find and mark the danger spot. Different breeds are¹⁶⁰ utilized, but M-Dogs must be high in intelligence, of medium size, quiet, not easily distracted,¹⁸⁰ and willing to work. (184)
—*Magazine War Guide Supplement*

Graded Letters

By A. E. KLEIN

For Use with Chapter Seven of
the Manual

Dear Mr. Bird:

A few days ago the captain of our tennis team,

Randy Huston, lost his temper and hit a²⁰ tennis ball into the large audience. The tennis ball hit a guard in the temple and hurt him seriously.⁴⁰ The victim was treated by a surgeon in the audience and then removed to a hospital nearby. The captain⁶⁰ was detained by the police and I had difficulty in obtaining his release.

When Randy was himself⁸⁰ again, he was very sorry and explained that he seldom lost his temper and he wanted another chance. I¹⁰⁰ maintain that this affair will be forgotten by the audience in a few months and it is not my intention¹²⁰ to deny this chance to him. I am notifying him, though, that if at any time he shows evidence of losing¹⁴⁰ his temper again, he will not be permitted to continue as captain of the tennis team.

I am sorry¹⁶⁰ that this happened; but I am sure it will not happen again.

Yours sincerely, (174)

Dear Mr. Fenton:

I am sorry to hear that it is your intention to discontinue, temporarily,²⁰ the weekly dinner meetings of the University Research group. I want to tell you that I do not know of⁴⁰ any other source from which I have obtained so many meritorious and helpful ideas—ideas⁶⁰ that I have put to successful use.

As chairman of the group you have maintained a high standard for these dinner meetings,⁸⁰ and you deserve our thanks for the service you have given so unreservedly.

I hope that it will be¹⁰⁰ possible, when times are normal again and the war has been brought to a successful close, to resume the gatherings.¹²⁰

Yours very truly, (124)

Dear Mr. Smart:

When my brother Anton wrote to me a day or two ago, he intimated that you wanted²⁰ some modern garden furniture for your resort. I think I can obtain this furniture for you myself if you⁴⁰ can wait a few days. I have learned that a fraternity brother is closing his western home soon and he may sell⁶⁰ his furniture instead of putting it in storage. I shall write him, immediately, and should have a reply⁸⁰ at an early date.

Yours very sincerely, (88)

Graded Letters

By A. E. KLEIN

For Use with Chapter Eight of
the Manual

Dear Mr. Diamond:

In a day or two I ought to have a report from my son-in-law on the subject of²⁰ available residences for students attending our college. This is one of the most important projects⁴⁰ he has undertaken and needless to say he is doing his best in order to prepare a complete and exact⁶⁰ report. In the past we have had no facts on the subject and were not able to advise students in reference⁸⁰ to the matter of obtaining rooms in desirable residences. I am of the opinion that after¹⁰⁰ my son-in-law's report we shall be in a position to submit a list of recommended residences¹²⁰ from which students can select a room that is best adapted to their needs.

I should like to have any suggestions¹⁴⁰ that may occur to you on the matter. When the report reaches

me I should like to see you about putting²⁰⁰ its recommendations into effect. Kindly let me know which day will be best for you.

Cordially yours, (179)

Dear Mr. Pound:

I think you will admit that one of the hardest letters to write is one containing an ultimatum.²⁰ Because you failed to make an honest effort to adjust your past due account, even after our last four¹⁰ letters requesting your remittance, I have no alternative but to write this ultimatum. Unless you intend²⁰⁰ to adjust your account by sending us a check by Monday, we shall have to sue you. Let me remind you that²⁰ a law suit is a needless and costly affair that will do harm beyond repair to the name of your organization,¹⁰⁰ one of the oldest and finest of its kind.

In the past you have been one of the best and one of the most²⁰⁰ reliable friends our company has had and we were always happy to extend credit to you and advise¹⁰⁰ you whenever you were in the market for our products. Just send us your check and we shall be glad to extend this¹⁰⁰ credit and this advice again.

Yours truly, (168)

Dear Ernest:

I have received a protest on the contest that you ran last Friday, to the effect that one of the²⁰ students was not eligible. I have been requested by the president in strict confidence to submit the⁴⁰ matter to you for action. Let me know exactly how you plan to adjust the matter.

Yours truly, (58)

Graded Letters

By A. E. KLEIN

For Use with Chapter Nine of the Manual

Dear Mr. Brown:

Your bill for the high-grade plumbing materials we purchased recently arrived a few days ago²⁰ and was referred to me unpaid by the cashier, with a memorandum to the effect that our customary⁴⁰ discount, which in this case amounts to \$16, had not been taken off. You will recall that the prevailing²⁰ agreement provides for this discount and undoubtedly someone who is not familiar with this discount²⁰ agreement is responsible for this discrepancy.

Your cooperation in sending us a revised bill will¹⁰⁰ be appreciated, as we should like to get it paid so that we can balance our books in order to make a¹²⁰ thorough check on our financial condition.

Sincerely, (130)

Dear John:

I have finally prevailed upon the president to let me proceed with the establishment of a²⁰ separate department in our corporation to publish a permanent edition of our scientific¹⁰⁰ magazine in the Russian language. He indicated that he would have given his permission sooner, but he²⁰ was first anxious to receive certain essential and confidential information relative to the financial¹⁰⁰ setup of the new magazine.

I have engaged a clever and original illustrator

who is¹⁰⁰ familiar with the Russian language, and a popular Russian editor who can also advise us on legal¹²⁰ matters. In accordance with our financial policy established some years ago, I offered them a moderate¹⁰⁰ initial salary, with the promise of a 10 per cent increase that we customarily give if the¹⁰⁰ new employees indicate by their accomplishments that they are capable of handling the work. This arrangement¹⁰⁰ was accepted by both of them with gratitude.

I am anxious to see you before I proceed too far with my²⁰⁰ preliminary plans because, undoubtedly, your experience with scientific publications in foreign²⁰⁰ languages will be of great benefit to me. I know I can count on the same splendid cooperation²⁰⁰ you have given me in the past. Will you be at liberty to talk over this matter at length before the Christmas²⁰⁰ conference?

Sincerely, (265)

By Their Ribbons You Shall Know Them

EVERY SERVICE RIBBON, every uniform worn by men and women in the military services,²⁰ identifies the type or length or quality of service of the wearer. What brand names are to nationally¹⁰⁰ known products, these ribbons and uniforms are to service personnel. They are all badges of identity and¹⁰⁰ honor.

Take the service ribbons, for example; the two ribbons most often seen these days, according to the War²⁰ Department, are the good behavior ribbon, red with white stripes, and the gold pre-Pearl Harbor ribbon. A green and brown¹⁰⁰ ribbon with a cluster of narrow stripes at either end indicates service in Europe, Africa, or the Middle¹⁰⁰ East. A yellow ribbon striped with red, white, and blue is for service in the Asiatic-Pacific war¹⁰⁰ theatres.

A gold, metal star on any of these campaign ribbons shows that the wearer has taken part in some¹⁰⁰ important military engagement. A cluster of such stars means a number of engagements.

Men "honorably¹⁰⁰ wounded in battle" wear the Purple Heart, a splash of purple with white stripes. Other honor ribbons are dark blue and²⁰⁰ red, white, and blue.

Once in a while you will see a sky blue ribbon with five white stars. When you do see it, look twice. The²⁰⁰ wearer has received the nation's highest award—the Medal of Honor, or Congressional Medal. (238)

...

A HERO is no braver than an ordinary man—but he is brave five minutes longer!—Emerson (19)

"The Temple Bells They Say—"

By ALLAN VAUGHAN ELSTON

From "This Week"

PART II

IN her nurse's uniform she advanced to the guard¹⁰⁰⁰ office desk. In Burmese she asked the officer there, "Sir, have you any personnel or prisoners needing¹⁰⁰⁰ hospitalization?" She poised a pencil over a pad, as though to take down routine



New **FAST REFILLABLE EFFICIENT**

The **RUSH-Eraser-ERASER**

... is a "must" in every efficiently-managed office. It saves costly retyping hours and expensive stationery. Errors are instantly removed with a feather-touch of its countless minute glass fibres. Get one today and see for yourself how quickly and cleanly it works. It is Propel-Repel, and anyone can install a refill in a few seconds. Cut down your office expense today

INK and TYPEWRITER ERASER

Sells for 50c with a money-back guarantee. Ask your Stationer or write us today.

THE ERASER CO., Inc. (Mfrs.)
SYRACUSE 2, N. Y.

information about sick¹⁶⁴⁰ personnel here. The officer snapped at her: "No, and get out. Can't you see we are occupied with affairs of ¹⁶⁰⁰ importance?"

"Sorry, sir." Hinda turned gravely and started from the room. She did not even look toward Roger Beatty.

Just¹⁶⁵⁰ as she reached the door the officer had a thought. "You Burma girl," he yelled in Burmese. "Are you a speaker of English?"¹⁷⁰⁰

Hinda said quietly, "I am, sir."

It came so pat that Roger knew she must have heard a guard in the streets¹⁷²⁰ inquiring for an interpreter. By appearing here on a convincing hospital errand, she had purposely¹⁷⁴⁰ exposed herself to this last demand of the officer's. "May I be of service?" she asked in Burmese.

The officer¹⁷⁰⁰ pointed at Roger. "You will ask him questions and tell me the answers."

Hinda looked at Roger as though she had¹⁷⁵⁰ never seen him before. The officer said, "Ask him how many came on this raid with him and where the others are¹⁸⁰⁰ hiding."

She made the inquiry in English. Roger answered, "Tell him I came alone."

She relayed the response in¹⁸²⁰ Burmese, listened to angry words from the officer, then turned back to the prisoner. "He says he does not believe¹⁸⁴⁰ you. Also he demands to know where you beached your boat."

"Tell him I came overland around the head of the bay."

More¹⁸⁶⁰ talk between Hinda and the officer. Then: "He says that is impossible. He says if you do not tell him where¹⁸⁸⁰ your companions are hiding, you will be shot as a spy."

"Remind him that I was captured in my proper uniform,"¹⁹⁰⁰ Roger said. "Therefore he cannot legally execute me as a spy."

The girl relayed this. When she turned back¹⁹²⁰ to Roger her eyes were hopeless. "He says he will give you till dawn. If by then you have not guided him to your¹⁹⁴⁰ companions, you will be shot. That is all."

"You are dismissed, Burma girl," the officer said. A guard ushered Hinda from¹⁹⁶⁰ the room. Roger himself was taken to an inner room and locked in a cell.

It was about two in the morning,¹⁹⁸⁰ he guessed. Four hours till dawn. He tried to imagine some feeble ray of hope, but couldn't. They were demanding that he²⁰⁰⁰ betray companions who didn't even exist. And they'd shoot him in any case, of course.

He paced the cell and thought²⁰²⁰ of Hinda Leigh. Why had she put on that act in the guard room? Had she hoped to whisper some helpful message? No, she²⁰⁴⁰ could not have dared to speak a message, even in English, in front of all those cat-eyed Japs.

Had she come to learn details²⁰⁶⁰ of his predicament, so that she could organize some desperate coup of rescue? She was a young lady²⁰⁸⁰ of resource and courage—otherwise she would not have been selected to serve the Empire Intelligence. But what²¹⁰⁰ could she possibly do in a spot like this?

Roger raised his wrist to look at the time, but they'd taken his watch along²¹²⁰ with everything else. Minutes dragged, and he could only measure them by the poundings of his heart. Street sounds by²¹⁴⁰ now had quieted. But from the guard office still came a choppy chatter in Japanese.

More minutes dragged, and seemed²¹⁶⁰ to build into hours. Roger watched his barred window for the first pink of light. At last he heard a tramp of feet in front,²¹⁸⁰ and sharply rattled orders. Again a tramp of feet, this time receding. He guessed it was the change of corporal's²²⁰⁰ guard which, in most armies, takes place every two hours. So he reasoned it was now four o'clock.

Minutes later a²²²⁰ thickset, wire-haired officer came to Roger's cell. Evidently the Japs had by now succeeded in finding a²²⁴⁰ member of their local forces who could speak English. This one said quite clearly to Roger, "Do you still refuse us²²⁶⁰ information?"

"I came alone," Roger said.

The officer grinned. His face seemed all teeth.

"We repeat," he said: "If by²²⁸⁰ the break of day you have not exposed your companions to us, you will be shot." He marched back into the guard office.²³⁰⁰

Roger could hear wind stirring the palm fronds. Sentrys tramped by. Voices hummed from the office. Then gradually he became²³²⁰ aware of a more distant sound. It was a mellow sound, in varied tones, as of chimes. Pagoda bells were²³⁴⁰ ringing from somewhere near the shore.

For a minute the ringing of those bells made only a subconscious impression²³⁶⁰ on Roger. Perhaps a pre-dawn mass was being announced, or possibly it was a call to some mystic pagan²³⁸⁰ rite. Such sound effects were usual enough in Burma. Obviously the officers in the guard room paid this²⁴⁰⁰ ringing no attention, for the chatter there did not change in tempo.

But after more than a minute Roger himself²⁴²⁰ began to sense something strange about that ringing from the shore. Why wasn't the same call being sounded from other²⁴⁴⁰ quarters? Why should

there be a pre-dawn ceremony at one pagoda only? He moved to the bars at his²⁴⁶⁰ window. He looked out at the stars and from them oriented his directions. The pagoda from which the bells rang²⁴⁸⁰ was off in a southwesterly direction. That was the direction from²⁴⁹⁰ which he himself had approached Moulmein.

A²⁵⁰⁰ thought jarred him. The pagoda where he had met Hinda was in that direction, and at just about that distance away.²⁵²⁰ Preparing for this expedition, he had studied maps of this area and he knew that no other²⁵⁴⁰ pagoda lay in that general quarter.

Yet why should bells be ringing at a bomb-wrecked and long-deserted pagoda?²⁵⁶⁰ Why—unless Hinda herself was ringing them?

Could she be tapping out some message—keyed to the chiming of the²⁵⁸⁰ bells? Fantastic! She might be smart—but hardly smart enough to make a bell sound dots and dashes, Roger knew.

Yet more²⁶⁰⁰ and more he felt certain that Hinda was ringing those old pagoda bells, and that they were speaking to him.

Saying²⁶²⁰ what? What could the temple bells be saying?

Again a thought jarred Roger. It burned him like a fever. He remembered²⁶⁴⁰ a line from an old barracks-room ballad that he'd heard a hundred times. And it told him that, at this spot and hour, the²⁶⁶⁰ temple bells could say only one message. It was simple, clear, inevitable. He hummed the line—

"The temple bells,²⁶⁸⁰ they say,
Come ye back, ye British soldier—"

Come back where? She was calling him back, he supposed, to those same pagoda²⁷⁰⁰ steps where he'd first met her. Reasoning that far, Roger felt futile and foolish and a little cheated.

It was a²⁷²⁰ mere gesture of sentiment, and couldn't help him any.

But the bells kept ringing. The cadence was persistent. Roger²⁷⁴⁰ Beatty stood at his cell bars, listening. All the dark Burma night was silent, except for a stirring in the²⁷⁶⁰ palm trees and the ringing of those bells. Maybe it was more than just sentiment, after all! Hinda was an Oriental,²⁷⁸⁰ with centuries of mysticism in her blood, but she was also practical, alert—and an agent²⁸⁰⁰ of Empire Intelligence.

Then the bell stopped ringing. Roger grimaced bitterly. What had been the idea,²⁸²⁰ anyway, telling him to come back to that pagoda? Fat chance he'd have getting there—through iron bars and with sentries²⁸⁴⁰ swarming around outside!

Then again an answer to it jolted Roger. A solution clear, simple, inevitable!²⁸⁶⁰ He rattled his cell door, shouted for the guard. Three Japs came running from the office. One of them was the toothy,²⁸⁸⁰ wire-haired officer. "I'll talk now." Roger made his voice sound panicky. "Three of us came out of the bush. We've been²⁹⁰⁰ trapped there for months. The other two—"

"Yes?" the officer prompted eagerly. "Where are the others hiding?"

"I'll show you²⁹²⁰ the place—if you'll promise not to—"

"If you coöperate with us, you will not be executed," the officer²⁹⁴⁰ promised. But his grinning teeth were like a death's-head's; Roger knew the promise didn't mean a thing.

"It is not far from²⁹⁶⁰ here," Roger said. "I don't know the street names, but I can lead you there."

The officer gave orders. A guard was summoned.²⁹⁸⁰

Then Roger was taken from his cell and manacled to the corporal. He was led outside. A guardsman took³⁰⁰⁰ position behind Roger, with his bayonet at the prisoner's back. The rest of the squad, with fixed bayonets, formed³⁰²⁰ flanking files. The English-speaking officer stood with drawn pistol at Roger's free elbow. "You will lead us there at³⁰⁴⁰ once," he commanded.

Roger took a down slope which was sure to lead him to the sea. At every step he could feel³⁰⁶⁰ that bayonet prodding his back. He could hear a file of guards tramping on either side. His right wrist was linked to the³⁰⁸⁰ corporal's left, while the pistol-armed officer marched at his left.

A brief march brought them to the shore line. There Roger³¹⁰⁰ needed only to turn south along the beach. He guided his captors past the last of the waterfront fishing shacks.³¹²⁰ A little way further on, an old bomb-shattered pagoda loomed against the night.

Roger stopped at the foot of the³¹⁴⁰ steps. The officer flashed his electric torch up at the pillared entrance. They saw a bat fly out and wheel in zigzags³¹⁶⁰ down the beach.

"This way," Roger said.

He began ascending the steps, still manacled to the corporal and with³¹⁸⁰ the others hemming him in.

They came to the top step. Roger stood under the very minaret whose chimes had called³²⁰⁰ him here. "This way," he said again, and walked through the dark, musty entrance.

The officer flashed his torch around the dusty,³²²⁰ crumbling walls. Roger saw debris of plaster and tile from the bombed roof. The tramp of feet behind him, and the prick³²⁴⁰ of a bayonet at his spine, assured him that the entire guard had entered at his heels.

Suddenly a stone flew³²⁶⁰ from the dark and knocked the torch from the officer's hands. At the same moment a dozen shrouded figures came diving³²⁸⁰ in, slashing with knives. Roger hurled himself face down to the floor, and his manacled wrist pulled the corporal with him.³³⁰⁰ He heard half-choked cries and thuds as men fell. Feet trampled him. This, he guessed, was an ambush by Burmese patriots led³³²⁰ by Hinda Leigh. Each of the assailants must have picked his man, then dived from the dark with speed and precision to cut³³⁴⁰ him down. For not a shot was fired. The jerking at Roger's wrist stopped. He heard heavy breathing. A rifle clattered flat³³⁶⁰ to the stones. Then a moment of complete silence. In the pitchy blackness Roger felt a hand groping at his wrist.³³⁸⁰ The

"STREAMLINE YOUR TYPING"

A booklet written by Barney Stapert, who is recognized as an authority on touch-typing. Mr. Stapert holds an official typing record of 136 net five-stroke words per minute, writing for one continuous hour. In this booklet he relates in a simple and human way, the information he has gleaned from his twenty years as a professional typist. Its contents consist of an analysis of the following subjects: Position, Finger Drills, Concentration, Rhythm, Accuracy, Distractions, Capital Trouble, Technique, Timesavers and Mechanics.

List Price\$1.00 per copy
School Price50 "
Government Price50 "

10% discount for 100 or more copies.

Professional Typing Consultants, Inc.
25 Kingston Avenue, Hawthorne, N. J.

hand was soft and small. He knew it was Hinda's.

"Look in the officer's pocket for the key," he whispered.

Minutes³⁴⁰ later he was outside with Hinda. They hurried down the steps and then, hand in hand, ran southerly down the beach.

"Is³⁴⁰ it far to your boat?"

"Not far."

When they came to the mangrove spit, Roger saw that the tide had passed its crest and was ebbing³⁴⁰ again. He'd need that outbound tide, because he couldn't risk using anything but oars until beyond earshot³⁴⁰ of the land. After that he could use the motor and be far down-coast before daylight. It was only fifty³⁴⁰ kilometers to an inlet which would take him to the swamp hideout.

"You'll be coming along too, of course?"

Hinda smiled,³⁶⁰ shook her head. "They didn't see me. And besides, I'm needed here." Again she wore the cape over her nurse's uniform.³⁶⁰ It reminded him that she had two duties here at Moulmein.

"Well, cheerio, then," Roger said.

"Goodby, British³⁴⁰ soldier," she murmured, and a mist grew in her eyes.

"You'll come back—some day?" she asked wistfully.

"Ave," Roger promised. "Me³⁴⁰ and the whole British Army." He turned and stepped into dark, smelly water, groping through the mangroves toward his boat. (3579)

(The End)

• • •

QUITTERS never win, winners never quit. (7)

Do You Know

THAT those military "trade marks" which make the soldier a distinct individual today, the shoulder patches³⁰ and divisional insignia, originated with George Washington? He ordered pink cockades for his field⁹⁰ officers' hats and yellow or buff for his captains', to give his shabby little army distinction.

That Uncle⁹⁰ Sam, the well-known character who is the "trade mark" of the United States, was actually a real person?⁹⁰ His name was Sam Wilson, and he was in charge of a lot of United States Government goods in Troy, New York, which¹⁰⁰ were referred to by the townspeople as "Uncle Sam's goods."

Trade marks on United States lend-lease material are¹²⁰ creating national good will all over the world, and opening up many hitherto unexplored postwar¹⁴⁰ markets for American products? (146)

Actual Business Letters

Mr. Charles Madison
120 Houston Street
San Antonio, Texas

Dear Mr. Madison:

If²⁰ your office staff has been hard hit by the labor shortage, perhaps some new system can be your salvation. Better⁶⁰ planning of work flow, combining of routine operations, and more thought devoted to the elimination⁹⁰ of nonproductive operations will go far toward increasing the efficiency of your present workers.

We⁶⁰ have shown thousands of America's foremost industries how to produce more work with less help by installing better¹⁰⁰ business systems and redesigning their present business forms.

If you would like to improve the system now in¹²⁰ use in any particular department of your company, just return the enclosed card with your company's¹⁴⁰ name and address on it and our staff of researchers will be happy to go to work on the problem.

Very¹⁶⁰ sincerely yours, (162)

Mr. Harry Donovan
87 Oregon Place
Portland, Oregon

Dear Mr. Donovan:

If your²⁰ tires gave out you wouldn't resort to the use of a donkey or a horse to continue making your rounds of business⁴⁰ appointments. But if you couldn't get new tires, you wouldn't be able to drive your automobile, either.⁶⁰ Actually, the situation is that serious. No new tires are in prospect for most of us for a long time.⁸⁰ Therefore, if you want to keep on driving, be sure your tires are properly inflated now, for underinflation¹⁰⁰ ruins tires.

The easiest and most effective way to prevent costly destructive tire wear is to keep your air¹²⁰ pressure up; for, as an example, a 6.00 x 16 tire underinflated only six pounds loses thirty¹⁴⁰ per cent of its mileage. The remedy is simple. When you put air in your tires, make sure the air stays in. Be sure¹⁶⁰ that every tire valve has a Schrader tire valve cap to seal the air in. Screwed down tight these caps prevent leakage through¹⁸⁰ the valve mouth. The next time you get air, get Schrader air-tight caps. They are sold everywhere.

Yours very truly, (199)

By Wits and Wags

IN A SMALL TOWN in the South there was a lad who had the reputation of not being very bright. People there²⁰ had fun with him several times each day by placing a dime and a nickel on the open palm of his hand, and⁴⁰ telling him to take his pick of the two. In each case the lad would pick the nickel, and then the crowd would laugh and guffaw.⁶⁰

A kind-hearted old lady asked the unfortunate youth one day: "Don't you know the difference between the dime⁸⁰ and a nickel, son? Don't you know the dime, though smaller, is worth more than the nickel?"

"Sure, I know it," he answered, "but¹⁰⁰ they wouldn't try me out on it any more if I took the dime." (111)

• • •

GOOD SAMARITAN (after an hour's hard work changing a tire for a lady driver): Well I hope that spare will take²⁰ you home.

Lady Driver: I'm sure it will. I live only a few houses down the street. (35)

• • •

NEAR the close of a rush day, a salesman called on a big businessman. When he was admitted, the magnate said: "You²⁰ ought to feel honored. During the day I have refused to see eleven men."

2 NEW PRACTICE SETS!

THE PATHFINDER PRACTICE SET IN PAYROLL RECORD KEEPING

20 Student Hours

\$1.07 (Less School Discount)

NEVER BEFORE has a thorough knowledge of payroll accounting been as important as it is today. Social security laws, wage-and-hour laws, pay-as-you-go legislation, and other federal and state laws and regulations have combined to place a premium on the services of trained clerical workers—especially those who understand payroll routines.

This set consists of text material, practice instructions, and a complete set of standard payroll leaves, employee earnings records, and prescribed governmental reports. Latest data are given on social security laws, wage-and-hour regulations, and workmen's compensation insurance. A supplement covering the pay-as-you-go withholding tax is included.

The practice assignments provide ample experience in figuring regular and overtime hours, gross earnings, deductions for old-age benefits, unemployment insurance, and war bond purchases. Posting to the earnings records and preparation of federal and state returns are included. The set also makes an ideal *calculator problem*.

THE PATHFINDER CLERICAL PRACTICE SET

50 Student Hours

\$2.00 (Less School Discount)

This set is a short course that will train young men and women, in a *limited period of time*, to be competent clerical workers or assistant bookkeepers. It is not a complete double-entry bookkeeping course; on the contrary, it is simply a short practice set course that will enable your students to fill clerical jobs in a manner that will reflect great credit upon your institution.

It will familiarize your students with the vitally important papers of business: invoices, credit memorandums, purchase requisitions, purchase orders, checks, deposit tickets, cash register reports, customers' and vendors' statements. It will train them to make entries on the records of sales, invoices, cash received, and checks drawn and to foot and prove these records. It will also teach them to post to the accounts receivable and accounts payable ledgers. All the work is done on *genuine standard forms*.

Charles R. Hadley Company - pathfinders

330 NORTH LOS ANGELES STREET, LOS ANGELES 12, CALIF.

DEPOSITORIES: New York - Chicago - Detroit - San Francisco - Atlanta - Seattle - Portland

When ordering this material please mention the Business Education World.

"I know," replied the salesman. "I'm them."
(40)

"TOM," said Bill, "are the rest of the chaps out of the woods yet?"

"Yes."

"And are the six of them quite safe?"

"Yes."

"Then," said Bill, his²⁰ chest swelling, "I've shot a deer." (25)

November Transcription Practice

Dear Mr. Chandler:

No matter how powerful a long-range broadcast may be, it is bucking the competition²⁰ of a strong local station in every important market—a local station that can and does deliver⁴⁰ more audience throughout the day, every day. This locally accepted station is The Blank Network outlet⁶⁰ in its area. There are twenty-one of these hometown stations in twenty-one key markets where New England buying⁸⁰ power is concentrated.

The Blank Network brings together and welds into one rich and populous unit¹⁰⁰ the twenty-one cities and their suburban areas that otherwise would be separate and distinct markets.¹²⁰ With the Blank Network you can put equal energy and emphasis into selling at all points where you have¹⁴⁰ distribution or want to get it. It is the only group of stations that gives you New England all in one piece.

Write¹⁶⁰ us for further information. It will be a pleasure to give it to you.

Very sincerely yours, (178)

Dear Mr. Garfield:

On a recent daytime participation program over our network, two announcements pulled²⁰ one thousand seven hundred thirty-four letters, each containing a nice, green one dollar bill. And the cost per letter⁴⁰ was less than one-third what the sponsor had expected.

It surprised the sponsor. Yes, it even surprised us. But⁶⁰ here is the answer:

(1) Our newly located transmitter brings in all our programs with a new, more powerful,⁸⁰ clearer signal.

(2) Our program policy has no truck with staid or stodgy program formulae.

It is easy¹⁰⁰ to do business with us, which means that good programs and good sales follow, with a minimum of fuss and feathers. Maybe¹²⁰ it is time you took another look at all the details we are ready to furnish on request. I am as¹⁴⁰ near to you as your telephone. I am at your service any time you desire information.

Cordially yours, (160)

Thanksgiving Day

(November O.G.A. Membership Test)

NOT since the Pilgrims trudged through the snow to church that bleak, cold morning in November, and humbly bowed their heads in thanks²⁰ to God for the bounty of their harvest, has Thanksgiving Day meant so much to the American people as it⁴⁰ means this year.

We have passed the crisis of a great war once

again intact in home and country. Loved ones are fighting,⁶⁰ or nursing back to health those men that fought, and their efforts have not been in vain.

We have reason to be proud of⁸⁰ America, for once again she demonstrated her desire for peace but her power and might born of confidence¹⁰⁰ and freedom to exercise the Will of God. Thanksgiving Day should be a symbol to all the freedom-loving¹²⁰ peoples of the earth; for they, too, should thank God for the spirit of America.

May the blessings of peace and¹⁴⁰ harmony come to all the peoples of the earth soon. Let us, in America, not forget this glorious country¹⁶⁰ of ours, and all the men and women who are doing their jobs so well. May we be especially thankful on this day. (180)

The "Life of Riley"

(Junior O.G.A. Test for November)

Dear Madeline:

I have not received a letter from you or Pop, but then I have moved around a lot of late. Right²⁰ now I am in another war zone. Believe me it was a relief to have a real mattress to sleep on after⁴⁰ all of these months. We are billeted in barracks and the native boys come in each day to clean up our barracks,⁶⁰ polish our shoes, and do any other little chore we men can think up for them. No, I have not asked any of⁸⁰ them to brush my teeth or shoulder my gun yet, but I did let one shave me one morning, and, oh, boy—never again!¹⁰⁰

Love,

Al (101)

Decay in the Language

THE DECAY that is affecting our language is taking place among adjectives; so much so that many of these necessary things have died. Their places are being usurped by nouns. If you read of "a mystery man in a luxury car," that is proof that the adjectives "mysterious" and "luxurious" have died away, for no one would otherwise use the noun forms. Can anybody show me a case where the words "weather conditions" have ever been written by anyone in which the plain, honest word "weather" did not say all that was needed?—Lord Dunsany, in the *Atlantic Monthly*, March, 1936.

